

MINNESOTA LIBRARY ASSOCIATION NUMBER

MINNESOTA PUBLIC LIBRARY COMMISSION LIBRARY NOTES AND NEWS.

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MINNESOTA LIBRARY ASSOCIATION.

The fifteenth annual meeting of the Minnesota Library Association was held in the Senate Committee rooms of the Capitol, St. Paul, September 25th to 28th, 1907. The convention was notable in the history of the association, not only because the attendance was larger than ever before, but because of the increased number of libraries represented, and the varied interests included in the program. Of the one hundred and thirty-five persons who registered, fifty-seven were librarians or assistants in public libraries, twenty-nine in school, college or institution libraries, twenty-one were library trustees, and twenty-eight were teachers, representatives of business interests or others having some direct interest in library work. That the increase in attendance was not wholly due to the large number of representatives from the libraries in the Twin Cities is proven by the fact that altogether thirty-seven public libraries and seventeen college, school or institution libraries were represented. The membership of the association has increased to one hundred and twenty, including eleven library boards.

The opening session was held Wednesday evening at eight o'clock. As it was impossible for Governor Johnson to be present on this occasion, the formal address of welcome was postponed until the following morning. Miss Crafts welcomed the guests informally and gave the president's address, taking for her key-note the importance of directing the children to better reading, and emphasizing the great responsibility which rests upon the librarian in this respect.

Miss Crafts was followed by Mr. Frank A. Hutchins, who received a warm welcome, especially from those who have been longest in library work in Minnesota, and to whom Mr. Hutchins stands as the path-finder in the work of library extension in the Middle West. His address on The enlarging field of the small library is given in full in another column, and suggests the varied opportunities for service open to the public library which aims to fulfill its responsibilities to the community.

The evening closed with an informal reception and inspection of the Capitol, which was illuminated for the benefit of the association.

At the Thursday morning session, Governor John A. Johnson was present, and extended a cordial welcome to the members of the association. His remarks were received with enthusiasm, and Mrs. Flora Crane Conner, the librarian of the Austin Public Library and vice-president of the association, responded in a very happy manner. After thanking the governor and paying him a graceful tribute, Mrs. Conner said:

"We, too, as librarians, are seeking to advance the interests of the people. But ours is a silent work, and we are silent workers.

Some of us have a motto over our doors enjoining silence on all who enter. In order to enforce this injunction we have to keep so quiet ourselves that we are in danger of losing, through lack of exercise, our most cherished birthright, the gift of speech. We translate St. Paul's famous injunction thus: Let your women keep silence in the libraries.

"But a woman, it goes without saying, is bound to express herself in some manner, so when her profession forbids speech, she learns to smile unutterable things.

"We have an encouraging smile for the timid ones, a quieting one for the rampant. In this voiceless language we are able to converse clearly with all who enter our precincts, regardless of age, sex, color, or condition. A librarian's smile is her only weapon. She would no more relinquish it than a politician would relinquish his constituent hand-shake, or resign his office.

"But please to bear in mind that our accustomed position is that of hostess with the public as our guest. To-day the order is reversed and we are guests. As we appear in this unfamiliar role, on a strange stage where we are unable to intrench ourselves behind our own protecting desk, our diffidence, grown great during these long years of silence, completely overcomes us. But true to our training, we instinctively summon up a heartfelt smile, by way of acknowledgment of your generous greeting. Again we sincerely thank you and those whom you represent."

Trustees' Section.

The trustees' section was called to order by the chairman, Mr. W. D. Willard, trustee of the Mankato Public Library. He outlined briefly the object of the section, which was organized at the Austin meeting of the association for the purpose of giving special consideration to the problems which concern library boards, and also with the hope that through the formation of such a section more trustees might become interested in the association. By an amendment to the constitution, adopted at the Austin meeting, library boards as such may become members of the association by the payment of a membership fee of \$2.00 and annual dues of \$1.00, this entitling each member of the board to a vote. Eleven boards

have now joined the association, and there were twenty-one trustees representing fifteen public libraries at this, the first meeting of the trustees' section. The coming year should show a large increase in this membership, and the 1908 meeting at Minnetonka should bring a representative from every library board in the state.

Mr. W. H. Putnam, of Red Wing, read a paper on Duties of directors, followed by Mr. W. L. Lamb of Fairmont, whose subject was The reading of the trustee.

J. E. Lynds, of Cloquet, gave an interesting account of a recent visit to a public library in Japan, showing that modern library methods are not unknown in the far East.

In the informal discussion which followed the papers, the question of book selection received its share of attention, and the use of the A. L. A. Book-list and other library aids sent out by the Commission was urged. Other every-day matters of library house-keeping were considered, such as the perennial problem of the janitor and the dust-cloth.

Officers were elected as follows:

Chairman, Mr. J. N. Nicholson, Blue Earth; Vice-Chairman, Mr. W. H. Putnam, Red Wing; Secretary, Mrs. Minnie Converse, Stillwater.

The traveling library section, which was held at the same time, is fully reported in another column.

On Thursday afternoon, the association was entertained by the St. Paul Public Library. A tally-ho and two large wagonettes conveyed the party through Como Park, returning by way of Summit Ave., where by special invitation the association paid a visit to the private art gallery of Mr. James J. Hill. Mr. Hill has a very choice collection of the Barbizon masters, and the privilege was especially appreciated since the gallery is not ordinarily open to visitors.

The evening session was devoted to the library from the outsider's point of view. The program had been planned in the hope that "seeing ourself's as others see us" might be wholesome and suggestive, and prominent men, representing various business and professional interests of St. Paul and Minneapolis, had been asked for a frank discussion of the work of the public library, in-

viting friendly criticism as well as approbation. Mr. J. P. Buckley of St. Paul, a member of the Stone-cutters' Union, represented the laboring man, and Mr. M. O. Nelson of Minneapolis spoke from the business man's standpoint. The professional man's use of the public library was presented by Mr. F. G. Ingersoll, a well-known attorney of St. Paul, and the subject was further discussed by Rev. Alexander McGregor. Dr. McGregor testified to the invaluable service he had obtained from public libraries in various localities. Mr. J. G. Pyle of St. Paul read a paper on The newspaper man and the library.

The general trend of all the papers must have been very gratifying to the librarians of the Twin Cities, since the expressions of appreciation of the service rendered by the library far over-balanced the instances in which the library had been found wanting. The importance of the public library, as a live factor in the development of every community, was strongly emphasized.

The Friday morning meeting might properly be called the Public Library section, when the theme of better reading was played upon with many variations. Miss Maud van Buren of Mankato opened the subject with a paper entitled "What's it about?" which aroused a spirited discussion of the burning question of late fiction and the librarian as a censor. The reading of the young person was presented by Miss Nelle A. Olson, and Mrs. Alice A. Lamb of Litchfield followed with a paper on The reading of the child. Last, but not least in importance, came The reading of the librarian, which was treated by Mr. Richard A. Lavell, librarian of the Pillsbury Branch, Minneapolis.

Friday afternoon and evening, the association was in the hands of the local entertainment committee. The party went to Minneapolis by trolley, where some stopped to visit the offices of the H. W. Wilson Company, and others went on to Mr. T. B. Walker's art gallery. A very delightful hour was spent in the gallery, made doubly interesting by the cordial reception given by Mr. and Mrs. Walker, who personally conducted the librarians through the rooms,

calling attention here and there to their most valued treasures. The entire party assembled at the public library at four o'clock, where through the courtesy of Mr. Walker and the Automobile Club, automobiles were in waiting. A most delightful spin through the residence district, around the lakes, and down Kenwood boulevard gave everyone an excellent appetite for the banquet, which was served at the Commercial Club at half past six.

Seventy-six people assembled at supper, with President Northrop as toast-master, and Miss Crafts, the president of the M. L. A., at the head of the table. In introducing President Northrop, Miss Crafts called attention to the fact that by reason of his official position as president of the University, a member of the Public Library Commission, and of the Minneapolis Library Board, he was connected with more Minnesota libraries than any other person in the state. President Northrop replied that he had not realized his importance to the libraries of the state, and expressed his surprise and pleasure at the growth of library work in the state as evidenced by the large representation at the present meeting. After stating emphatically his contempt for toast-masters, the president demonstrated in a most brilliant and charming manner how much the success of any banquet depends upon the toast-master. His witty and informal introductions, while sometimes embarrassing to the speaker, put every one in such an appreciative mood that all the speeches were received with enthusiasm. Dr. Folwell, librarian emeritus of the University, spoke on The library for the scholar. Dr. Folwell, in preparing his history of Minnesota, had just come into possession of the letters of Joseph R. Brown, a Minnesota pioneer, which throw light on many disputed points in our early history. These served as an excellent illustration of Dr. Folwell's point that the real library for the scholar consists of original documents, letters and diaries. He made a strong plea to all librarians present to collect such material for the benefit of the future historian. Miss Lydia M. Poirier, librarian of the Duluth Public Library, responded most delightfully to the toast—The library for the people. She called attention to the relatively small number of persons who pat-

ronize our public libraries, and emphasized the fact that it was the duty of the librarian to be not a mere keeper of books, but a missionary of books to the people. The library for the isolated was the subject assigned to Miss Clara F. Baldwin, secretary of the Library Commission. She dwelt upon the possibilities of the traveling libraries and their mission in bringing happiness and broader interest to the lives of people in distant communities, affording them an opportunity to keep in touch with the great movements of the times. "The librarian" was done to a turn by Judge Daniel Fish of Minneapolis, who took the revolutionary view that next to the janitor, the librarian was the most important officer of any library. He indulged in considerable good-natured fun at the librarian's expense, over the large amount of time, cost and space devoted to the cataloging of books. Mr. James Thayer Gerould, librarian of the State University, spoke on The A. L. A. in 1908. The conference will be of inestimable value to the librarians of Minnesota, but its success depends largely on the preliminary work which must be done by us as hosts. The responsibility will fall largely upon the librarians in the two cities, but the entire association should share in the work of making the Minnetonka conference a notable one in the history of the A. L. A.

The Saturday morning program was opened with a paper by Miss Miriam E. Carey, librarian of the Iowa Board of Control, on Institution libraries. A part of Miss Carey's paper is printed in another column and gives a summary of the special work which has been inaugurated by Miss Carey in the institutions of Iowa.

Educational Section.

The Educational section was opened by its chairman, Mr. James Thayer Gerould, librarian, State University, with an address embodying some suggestions toward coöperation between the school and library. A paper on The organization of the school library, prepared by Miss Jennie M. Beckley, librarian of the High School at Worthington, was read in Miss Beckley's absence by Miss L. May Brooks of the University

Library. Miss Ruth Ely, librarian of the Normal School at Duluth, read a paper on Reference work in the school library. The last paper of the session was read by Miss Isabel Lawrence of the St. Cloud Normal School on Culture reading for children. Miss Lawrence is a recognized authority on the subject of children's reading, and her talk was an inspiration and delight to her entire audience.

Business Session.

The committee on resolutions consisted of Mr. W. L. Lamb, Miss Sarah E. LeCrone, Miss Eleanor Gladstone, Miss Marjorie Wakefield, and Miss Marie Todd. Resolutions of thanks were extended to the Twin City Library Club, the Commercial Club of Minneapolis and the library boards of both cities, as well as to the local committee, which consisted of Mr. H. W. Wilson, Minneapolis, Mrs. K. M. Beals, St. Paul, and Miss Mary Lathrop, Minneapolis. Special votes of thanks were given to Mr. T. B. Walker and Mrs. J. J. Hill for their cordial hospitality; to the press of both cities for their notices; to the officers of the association for their efficient services; to Governor Johnson for his kindly words of welcome and encouragement and for granting us the privilege of using the New Capitol; to all those men and women who took part in the program, especially to those from our neighboring states, Miss Carey of Iowa and Mr. Hutchins of Wisconsin.

The nominating committee composed of Mrs. Helen J. McCaine of St. Paul, Mrs. G. B. McPherson of Stillwater and Miss Jeanette Clarke of Winona proposed the following names for officers for next year:

President, Mr. Warren Upham, St. Paul.

Vice President, Mr. James T. Gerould, Minneapolis.

Secretary-treasurer, Miss Katherine Patten, Minneapolis.

Executive committee, Miss Clara Baldwin; Miss Elizabeth Clute, St. Paul.

Program committee, Mr. J. E. King, St. Paul; Miss Alice Farr, Mankato; Miss Louise Fernald, Rochester.

The above officers and committees were all duly elected.

Exhibits.

The five groups of pictures now owned by the Itinerary Picture League were on exhibition, and two other groups suggested for this purpose were loaned by the Beard Art Company of Minneapolis.

Miss Maud Durlin, librarian, Oshkosh, Wisconsin, kindly sent a very interesting collection of picture bulletins.

The unique collection of post-cards of Western ranch life, which through the courtesy of Miss Maud van Buren are now in circulation among the public libraries of the state, were also displayed.

Another exhibit of much interest was a collection of books written by Minnesota authors. This collection had been prepared by Mrs. Jacobson, of the Library Commission, for exhibit at the meeting of the Minnesota Federation of Women's Clubs, in connection with the Authors' evening.

Commercial exhibits were made by The Waldorf Bindery, Dodd, Mead & Co., The Century Dictionary Co., and Underwood & Underwood.

PRESIDENT'S ADDRESS.

By Lettie M. Crafts, University of Minnesota Library.

Every age has its characteristic movement for the betterment of mankind,—literary or scientific, political or social, philanthropic or religious. A momentary glance at the history of the past recalls the age of Justinian, the Crusades, the great religious revolution of the 16th century, leading to the establishment of the Protestant churches, which we term the Reformation, the Renaissance, or the mental awakening after the lethargy of the Dark Ages, the French Revolution, fearful in itself, but which swept away the tyranny, the profligacy and the vileness that preceded it, the abolition of slavery, and in our own immediate past the beginning of the emancipation of woman, a movement that is still in progress and is far from completion, although it no longer is the most notable one of the present.

This age belongs to the child. Mothers' clubs and kindergartens abound on all sides; in clubs and in colleges child study is one of the most popular subjects. For the physical well-being of the child there are children's hospitals, specialists in the diseases of children, physicians appointed

to care for the eyes and ears and teeth of the school children, outing associations, children's aid societies, orphan asylums for the care of dependent children, the most notable of which is Girard College of Philadelphia, one of the largest private charities in the world. For the social, moral and religious protection of the young there are home-finding societies, boys' lodging houses and industrial schools, private, state and even national institutions for defectives, laws to protect the child from liquor, cigarettes, cruelty and immorality and humane societies that try to enforce these laws, juvenile courts and reformatories, children's savings societies, children's life insurance companies, children's departments and librarians in the public libraries of the country, boys' department of the Y. M. C. A., children's missionary societies and other religious organizations especially for young people. Many newspapers have an edition for the young folks and the magazines often have a children's department and teem with stories of child life.

Everywhere in every phase of life the child is in evidence and the best minds are devoting themselves to devising means for the improvement of the conditions surrounding childhood and youth. One of the ablest of our public men, United States Senator Beveridge of Indiana, is battling to secure national legislation that will exclude the products of child labor from interstate commerce, hoping thereby to practically thwart the commercial greed that today enslaves over two million children in the factories and coal mines of America. Never before has the world so fully realized the importance of the child or the wisdom of Wordsworth's verse "the child is father to the man." If only the present standard of citizenship is to be maintained, it will be by an effort; for human beings, individually or collectively, cannot stand still, if there is no improvement there is, inevitably, degeneration.

At no time of life are we so susceptible to surroundings and influences as in childhood. The mind is immature, plastic, sensitive to every breath of influence, whether good or evil, and the impressions made then are wellnigh indelible, and the effort necessary to eradicate the power and effects of vicious impressions received during those years is truly herculean, and the task, humanly speaking, is a hopeless one. Of all

the influences to which the young are subjected none is more subtle, powerful and lasting than that received from the printed page. The mind of the average child is healthy. He is not lacking in courage, tenderness, sympathy, reverence, faith or honesty; he has a strict sense of justice and a regard for the rights of others; he honors the truth and hates a lie or cowardice. To keep his mind in this healthy, normal condition it must have pure, wholesome books for nourishment. But the average child has little or no judgment in his choice of books and anything that has pleased a chum or that by its title or pictures attracts him he devours. Our young people should no more be expected to develop unaided, a right judgment and taste in the choice of books than to acquire, unguided, a knowledge of science or art.

It is between the ages of six and sixteen that principles of character and habits of life and mind, which are to continue with one through life, are generally formed. Of these no one is more important than the formation of the reading habit and of a taste for certain classes of books. The librarian is prone to think that the highest duty to the community is to inculcate in the young a love for reading and to encourage and develop this love in the older patrons of the library. Is this true? Is it not one of those dangerous half-truths so often met? Is it enough that a child shall form the reading habit? This love for reading is not sufficient. Unguided or uncontrolled it is usually a curse instead of a blessing. Too often it leads the young into the field of fiction only, and to the impure, immoral, morbid and vile which so thrive in that soil.

Men and women, strong and vigorous morally, with high ideals and principles, with the courage of their convictions, who will stand for the right though the heavens fall, —these are the types of citizens our beloved land needs and will need. They are the types it must have if the republic is to continue. For the condition so rife in the financial and political life today threaten the very foundations of our free institutions. If these fall the republic is doomed. President Eliot says, "It is always through the children that the best work is to be done in the uplifting of any community." The librarian's highest, most imperative duty is

not simply to lead the boys and girls to love reading, but to guide them to the highlands of literature, where the ideals are high, the principles lofty, the morals pure. To the librarian more than to anyone else belongs this enviable privilege.

I would not discredit the work the librarian does or her desire to be a power for good in the world. But is she not in danger of selling her birthright for a mess of pottage? Is she not putting great circulation and popular commendation above the higher, nobler possibilities that are hers? In these days, when quantity and size are the popular criterions, far too much emphasis is placed on the circulation and even upon the size rather than the quality of the collection of books. Increasing circulation may be far from indicating the increasing beneficence of a library to a community. It is quite possible that it means only an increase in the number or diligence of the readers of modern fiction—that mass of putrescence which the publishing houses of the country are vomiting forth so unceasingly—in most of which false standards of life are portrayed, the heroes and the heroines, characters whom the readers are expected to admire, are guilty of smoking, drinking, gambling, profanity and immorality.

While it is a little aside from the subject under consideration it may be well to remind librarians that psychologists and specialists in diseases of the brain—those whose business it is to study mental causes and effects—are telling us that the reading of great numbers of books on promiscuous subjects, even though the subjects and books are of the best, impairs the memory and weakens the mind, rendering it unable to retain facts or to think clearly and vigorously. And a few of these students of brain conditions are beginning to question whether the public library, as administered today, will prove to be a benefit to the people.

The librarian, perhaps, cannot influence to any marked degree the taste of the adult reader, the character of the books the library offers she can control and to a very great degree the librarian, and the librarian alone, is responsible for the kind of books loaned to the young. It is to be regretted that an effort is usually made to dodge this responsibility by claiming that it belongs to mothers and teachers. The majority of

parents are either indifferent to their children's reading or are too ignorant to give them the needed guidance.

The teacher's influence over about three quarters of the boys and girls of the land ceases when they are twelve years old. If statistics are to be trusted it is at that age that this proportion of young people leave school. Henceforth the only guiding influence in their reading is that of the librarian. To be faithful to this charge means for the librarian much time spent in the careful selection of books, a sympathetic interest and tact in her relations with the boys and girls, a sacrifice of popularity with some classes in the community when she refuses to circulate questionable books, even though the reading of these books is required by teachers of literature.

The librarian must have courage to decline active participation in most of the social and philanthropic movements, because her own particular calling requires the best there is in her and all the strength she has. Indeed the truly successful librarian must have much of the missionary spirit. Duty and faithfulness to responsibility must be placed far above popularity, wide activities, great circulation. The librarian must be tactful, helpful, "all things to all men," never forgetting that opportunity is a synonym for responsibility. This done, and not only the children of this generation, but likewise those of the second and third will rise up and call her blessed and with the great apostle to the Gentiles she will be able to say, "I have fought a good fight; I have kept the faith."

THE ENLARGING FIELD OF THE SMALL LIBRARY.

By Frank A. Hutchins, Extension Division,
University of Wisconsin.

In using the term small library this evening I shall mean free libraries in municipalities of less than 20,000 inhabitants—communities where the librarians can be in fairly close touch with municipal officials and municipal needs, with employers and labor organizations, and with leaders in all classes of work, as well as with a considerable proportion of individual citizens.

I shall contend:

1. That in addition to our present educational system we need a means of aiding the

boys and girls who leave the grammar and high schools to go into trades or occupations without special training.

2. That the public libraries should meet this need by providing definite help and guidance to aimless workers and by giving them systematic instruction.

We need in every city an institution for the education of all the people, which is broader in purpose, spirit, and methods, than any institution yet founded.

The educational means and methods of today do not satisfy our needs in the tremendous stress and specialization of modern business.

In every line of industry the young man meets sharper competition than his predecessor, and needs wider knowledge and better training. The day of the apprenticeship system has gone and the young artisan or clerk is forced into life's struggle, to win or lose, without special training.

In the struggle there is a great proportion of partial failures. Why?

First, because men try to do work for which they are unfitted, physically, mentally, morally, or by temperament.

Grant was a failure as a tanner and farmer and only the call to arms gave him an opportunity to develop. Many a good mechanic has been spoiled to make a poor clerk or clergyman.

A large part of the battle of life depends on one's finding a calling which he follows with zest and with a native aptitude. I met a young fellow recently who had disappointed his friends and became discouraged by failing to keep pace with the classes in botany and history in a high school. He began work in a machine shop and worked hours of overtime, every day, was as happy as a boy, and gives promise of striking success. He would have failed as a teacher or nurseryman.

Again men are comparative failures from lack of definite, practical help in regard to certain fundamental facts and principles necessary for further study in their vocation. I recently met a man of middle age who had secured a position in an electric light plant. He had tried many kinds of uncongenial work with little satisfaction and poor pay. At the new work he found pleasure and pushed up rapidly at first, and then halted. He was reading and studying, but had reached a point where he required cer-

tain elementary mathematical and technical knowledge which he needed instruction in getting.

He had a wife and two children. He could not go away to a school, and the busy city school could not change all its methods for one man; yet all he needed was a comparatively small amount of wise practical guidance and help.

There are countless cases where circumstances force men into ruts where they can use only a fraction of their talents.

The aggregate loss to the world from such cases is enormous.

Formerly we deplored the wastage as a loss to the individual. We are beginning to appreciate the fact that such losses vitally concern every individual and, therefore, the state. "No man lives to himself alone."

I wish now to go a step further and consider these losses in relation to the city.

The whole is equal to the sum of all its parts.

This is as true of a factory as of a circle; as true of a city as of a school.

A business cannot be brought to the highest efficiency till every man and machine does its best work.

The welfare of the city depends upon the welfare of the individual citizens. When all are producing to their highest capacity the city gains wealth.

The highest efficiency of the individual, the community or the commonwealth does not come spontaneously.

For each there must be conscious, systematic effort. A large proportion of our boys and girls get only the rudiments of an education. They drop out of school when they have learned to study and before they have made fruitful use of that power.

Few, comparatively, reach the high school, very few the college. We sow, but reap only a partial crop.

But if only a few study the higher academic or technical branches, even a smaller number get aid in the practical lines of work for which they have special talents or by which they must make their living.

The community educates for all the learned professions, stores an immense amount of experience and learning in printed form on history and art, but pays scant attention to the blacksmith, the house-painter, the domestic, the well-digger, or brakeman. The training for manual labor has been oral

for so many generations that workers do not expect to get help in improving their trade education from literature or in classes.

They learn as the farmer's boy learned farming until recently, by imitation and tradition. The tremendous gain in methods of farming, in the wealth and comfort on the farms, due to better methods of instruction in agriculture, can be paralleled in the industries of the cities by using similar direct and practical plans of instruction.

Each community needs a central institution to take up the work of supplementing and broadening the work now done in the schools, for those who have left school and cannot attend the high school and the University.

When the young people have learned to study in the schools, give them both the *incentive* and the *opportunity* to continue their education.

The boy, browsing among the books of your library, may find a volume of mechanics, or natural history, or social science, of accounting or travel, that excites his imagination and ambition. Such a boy should have more than the book. He should be put in touch with some man or institution who can give him guidance, courage, and inspiration.

This city center should also be the place where students find friends with similar tastes.

Imagine the lover of music who is mainly self-taught and cannot associate with other musicians.

But you expect the working lads, who are natural electricians, or engineers, or your girls, who would excel in certain handicrafts, to gain knowledge, enthusiasm and power by intuition!

We have been controlled by an absurd superstition that persons with special talents will use those talents forcefully and advantageously at all hazards. Because Edison pushed his way to his present eminence with little help from schools and libraries, we think the delivery boy on the grocer's wagon will push his way to the front among electrical workers if he has natural ability in dealing with electricity.

Lester F. Ward, in his *Applied Sociology*, seems to me to prove his contention that "great men of achievement are produced by the coöperation of two causes, genius and opportunity, and neither alone are able to

accomplish it," and that the economic loss to the world from the failure to give opportunity to people with exceptional aptitudes is enormous.

I wish now to approach the subject from another point of view.

Careful observers are agreed that most great industries are handicapped by the lack of intelligent and trained workers. No adequate substitute for the apprenticeship system has taken its place. The officials in all great industrial enterprises, in shops, and factories, in railroads, and traction companies, in electrical supply houses, in construction companies and banks, will tell you of the difficulty of securing skilled workers.

A large delegation of American manufacturers, which recently studied industrial conditions in Europe, state that the skilled workmen in many German manufacturing establishments are so much more efficient than ours that Germany will soon outstrip America in the contest for the export trade in many lines of manufactured articles, unless we train more efficient workmen. A generation ago we were in advance.

The improvement in Germany is, undoubtedly, most largely due to her trade schools, which are now an integral part of her educational system. If our educational system is not defective why do the correspondence schools enroll hundreds of thousands of scholars? Why are the great industrial and manufacturing establishments maintaining educational directors with lectures and classes? Why are the larger cities establishing trade schools?

Again, we need to keep all the young people from thirteen to eighteen years of age, under systematic educational influence, for their moral and social welfare, as well as to inspire some technical study.

Now as to the second proposition:

"Public libraries should give definite, systematic guidance to aimless workers."

You may say that there should be trade schools. Granted.

You may say that the library cannot give practical, technical training. Granted.

It still remains true that there is a great opportunity for the library to meet an imperative need by training people to use elementary, technical books, and by giving the stimulus obtained by team-work—that is by class-work with others in the same pursuits.

The library which does this will win the sympathy and support of the community and will have new and direct means of reaching the aimless, and of leading them to use the great literature—that which sweetens and broadens life and builds character—for I am not asking you to forget the essential and primary purpose of a library. I am asking you to do more work in a line which will make your libraries tremendously useful to your communities and add to your power to accomplish the fundamental purpose for which they were built.

The facts I have stated are not new. They have been brought out in library meetings by the discussions as to why men are not patrons of the libraries.

I have reviewed them for this reason: During the past two years I have visited twenty-five towns which have public libraries, with rooms for class-work. These libraries are in a state where, in library meetings and in the library school, the leaders have steadily and strongly urged librarians and trustees to provide elementary books on practical topics, to interest workers and aid them by class-work and lectures.

In these towns I called upon mayors, councilmen, and superintendents of streets.

In talking with them I used the vernacular, "What are you up against as officials?" I heard stories of problems with pavements, with sanitation, the milk supply, public markets, playgrounds, parks and public utilities. Not one in a hundred had thought to try to find help in the public library, and only a very few of the librarians had asked the officials to give the library an opportunity to help.

I asked the employers what practical help the library was affording them and their workers. I asked the workers. I interviewed the helpers in offices, in traction companies, blacksmiths, carpenters, plumbers, painters, marble-cutters, bricklayers.

Everywhere I found the same story. The men did not go to the library and the library had not come to them.

I found twenty-five stationary engineers, meeting to study their special problems, and absolutely no connection with the public library.

I found four chapters of the National Bank Clerks' Association, and in but one had the library provided any books for them.

I could cite scores of similar instances, all tending to prove that in spite of good intentions most small libraries are not aiding the aimless workers.

Why has this broad work been neglected?

The policy of a library is determined by three factors; public sentiment, the library board and the librarian.

I think the boards are mainly responsible for the neglect. In years from 1895 to 1902, when most of the libraries in small cities were founded, or reorganized, on more modern lines, the mayors appointed book-loving men and women as library trustees. Many new lines of work were started. New library ideals were formed. The early popular enthusiasm has given place to regular support of the library and a willingness to let the boards determine their policies, and the boards have become conservative. The rule has many notable exceptions, but I am speaking from observation in many libraries and in a number of states.

How can the larger work be established?

Library trustees and librarians must get first-hand knowledge of the local needs. They should have frank talks with employers, artisans, clerks, home-makers, all classes who do not visit the library for practical help—and find where the library fails.

They must make their constituents feel their sincerity and earnestness. The investigation will take time, tact and persistence. If the results are honestly accepted and squarely faced it will develop many unexpected defects and will explain why libraries have so much difficulty in securing adequate appropriations. In searching for the means to do the larger work let us learn from our past experience.

Less than ten years ago there were no children's rooms in the small libraries of the Middle West. Most libraries refused borrowers' cards to children under twelve years of age. Many made the limit fourteen years.

The library leaders who began the campaign for larger work with the children were reinforced by the teachers and the women's clubs.

While the campaign was on, the interested partisans were gathering information and experience, regarding the best books for children and the best methods of interesting

and instructing them. When the first children's rooms were opened, they were so successful, their champions advertised their success so jubilantly, that public sentiment immediately crystallized in their favor.

The struggle not only won the contest on the individual point at stake, but won for all libraries a higher place in the popular regard.

Again, public libraries should be aided, accredited and supervised as your high schools are. Thirty years ago the high schools of the Middle West were very poor and naturally received scant support. Minnesota was the pioneer in the forward movement, which increased their efficiency remarkably.

The same system of aid and supervision would, I feel confident, produce as great results in enlarging the usefulness of our libraries.

It is certainly as important for the commonwealth that there should be an efficient means of educating all the people of its communities, as that it should aid comparatively. Both are essential.

The impending struggle for library growth is more important than the recent contest for the children, and it will require as strenuous and persistent work.

When library leaders appreciate their opportunities, they must educate not only their own constituents, but also the people of the state and the officers of state institutions and commissions, to recognize the enlarged opportunities and responsibilities. The latter must not only be willing, but prepared to do this extension work. Your public library commission must be more fully prepared to aid libraries when they need literature to help some special craft, some workers for civic betterment, or a class or society studying some worthy subject. To do this promptly the commission must have the coöperation of other state and national organizations.

Libraries will also need special lecturers, sometimes experts, who have the necessary knowledge and the ability to instruct small popular audiences.

To do this work your state university and your commissions for civic betterment will need larger means, more men and greater resources.

The trained men who do the field-work for

your state institutions will put them more directly in touch with the people, and the extension work will broaden the outlook and the sympathies of all who work for the state in the central institutions and commissions.

Many illustrations of the value of the extension work could be offered—let one suffice for this occasion.

You have a state organization to stamp out tuberculosis. The main work necessary is to educate the people. Effective exhibits for this education can be cheaply arranged. Suppose Minnesota were dotted with local organizations which were in close touch with their constituents and with the library commissions, with a small amount of labor the central forces could set the local forces at work and large numbers of individuals could be quickly reached. Under our present methods each new movement for the welfare of the people must build its own machine to reach them.

A further result of the extension work would ultimately be a closer coöperation and coördination of all our great educational forces, which are now wasting energy in duplicating methods and systems of popular education.

To the younger people of this audience I would say: For your own good and for the good of the libraries you have in your charge, you cannot afford to rest content with the results of former victories achieved without your aid. You live in a day when there is amazing advancement in all material lines. The call upon the moral forces of the nation for broader work is correspondingly great.

You will grow as the need grows, or you will stagnate. The new work which is calling you so imperatively is tremendous in its scope and responsibility, but the greater and broader the task the greater the rewards. You will not complete this work in a year or in ten years, but you may push it forward so rapidly that you can broaden and enrich the lives of the young men and women to whom, and for whom, you are to-day directly responsible.

I know no calling that offers finer rewards than that of the librarian in the small library, who knows the young people of her town, their homes, associates and aspirations, fairly closely: who works for and with these young people as individuals, and who sees them responding to her love and care

by cultivating better ideals and by forming better habits of thought and work.

DUTIES OF LIBRARY DIRECTORS.

By W. H. Putnam, Red Wing.

The law of the state under which public libraries are established and maintained, specifically prescribes the duties of the Board of Directors as follows: "The Board shall adopt such by-laws and regulations for the government of the library and reading room and for the conduct of its business as may be expedient and conformable to law. It shall have the exclusive control of all moneys collected for or placed to the credit of the library fund, of the construction of library buildings and of the grounds, rooms and buildings provided for library purposes." This covers the outline of their duties so far as a mere compliance with law goes—if, however, the library is to be a success and accomplish the object for which it is established, in any marked degree, the Board must not only fulfill all the duties devolving upon it under the law, but it must realize that the law is only the skeleton, which it is to build upon, and round out into a complete and animated whole. The idea of a library, prevalent in most of our smaller cities and towns, has been a place where books were stored, and some one was in charge who could in a perfunctory way, give the patrons of the library under certain restrictions the books called for. In one library that I know of, when a librarian was to be elected, certain applicants were recommended because they needed the place, and the argument was used, "Why, what difference does it make? Anyone will do—one person can hand out books as well as another." The fact that any particular education for the position was required seemed not to have been even thought of, when in reality special education and training is needed as much in library work as it is for our schools, or for those engaged in any other line of work. The directors then must have a broad and comprehensive conception of the needs and scope of the library, and its work, and be on the alert to present them to its constituents.

1. The Building.

Care should be exercised in planning a building that will be adapted to the needs

of the community—not too large nor too ornamental—nor so expensive as to be a burden to the city in which it located—light, airy and so arranged that it can all be used to advantage. The old idea that it was necessary to have an expensive stack room of fire-proof construction in which the books were to be kept resulted in making the cost of the building too great, or in making the building so small that it was inconvenient and not suitable for general use. If the building and contents are insured in these days of cheap books, the loss of the books in the ordinary circulating library would be small, if the money was available to replace them, and in any event the danger from fire in a well constructed building with a modern heating plant is reduced to the minimum. With the Carnegie Fund available there has been a disposition to ask for more money than was absolutely necessary with the result that the ten per cent required for maintenance has been a burden to the community, and the library has not been as efficient as it might have been if housed in a less expensive building. In most of the library buildings in the state a small assembly room has been provided with ante-rooms attached; it should be the endeavor of the Board working with the librarian to encourage the use of these rooms for all legitimate purposes that will be of benefit to the community. If the ladies have an Art Circle, or Literary Society, they should be invited to occupy the rooms free of cost, if necessary, or in any event with only a small charge for heating and lighting. If a Young Men's Club for social improvement can be organized they should be encouraged and helped in every way and be urged to use the rooms and the library. Especial attention should also be paid to the work for the children, and rooms adapted to their use provided if possible. In this way the library may become a center of usefulness to the community from which will radiate helpful thoughts and suggestions along many lines, that will build up character and lead to a higher and better citizenship.

2. The Librarian.

After securing a building the next important duty is the choice of a librarian; for we may have the building, books, and equipment, but without an efficient and capable librarian, the library will be in the condition of a factory or other business enter-

prise without a capable manager, with the word failure written over its doors. One of the duties of the Board will be to teach the community what the work of a librarian really should be, and some of the qualifications required for the position. A campaign of education should be carried on to teach its patrons what the uses of the library to the town really are. In what particular direction the best results are likely to be obtained, will depend upon the needs of the locality. As I have indicated, the use of the hall and rooms in connection with the library for literary and other purposes should be encouraged and the librarian should be given time in which to give such organizations all the help possible in the way of preparing programmes, suggestions for courses of study and the books that will be most helpful. I will not go into further details along this line as each Board will have to work them out according to their own ideas; but in selecting the librarian all of this incidental work should be remembered.

3. Books and Periodicals.

We will suppose that in the first purchase of books there has been a careful selection, and that the library starts with a nucleus in the different classes of literature needed—history, biography, poetry, fiction, children's books, etc.—it will then be necessary for the Board to study the requirements of the community and make their additions as far as possible to meet those needs. It has been the custom in many of the smaller libraries not to purchase any of the newer publications, because they might not be of permanent value, and it was felt that it would be a waste of money much needed for books of a more permanent nature. I think this a great mistake, as nothing will do more to popularize the library than to purchase each month a few of the newer books that are favorably commented upon, by the daily and weekly papers and magazines. While many of these books may be of little permanent value, a large number of them are written because the subject of which they treat is one that is prominently before the public and in which the public is interested at that particular time. They bear the same relation to more permanent literature, that the daily paper does to the magazine and review, each supplements the other. In the library with which I am connected we authorize the libra-

rian to spend from \$5 to \$8 per month in the purchase of current fiction to be selected from the books reported as having the greatest sale. Our experience has proved that it has been of great benefit to the library. Some one comes in and inquires if we have a certain book of which a favorable comment has been seen in the paper. The reply is, "Yes, we have a copy but it is in use now. I will try and save it for you if possible when it is returned." That person takes another book and goes away satisfied that the library is alive and up to date. If the reply had been, "No, we don't buy any books until they have been read for a year and their place as literature established," a substitute book will seldom be taken and the impression in regard to the management of the library is most unfavorable. No matter how small the library or how little money you may have for new books a certain percentage should be used under the direction of the librarian in buying each month one or more of the new books as they are published—this will do more to popularize the library than any one thing that the Board can do.

In making up the list of papers and magazines to be subscribed for at the beginning of the year, the same question presents itself as in the purchase of books. With the means at our disposal we cannot take all that we think would be of interest, therefore we must select those that will be the best suited to the patrons of the library. One great difficulty is, that we too often select that which suits our individual tastes, and overlook the fact that we are providing reading matter, to be used to a large extent, by those whose requirements may be very different from our own. The librarian will know what is being read, and also what has been called for; but sometimes a librarian also has ideas in regard to that which the people should read, which do not meet the approval of the reading public.

4. Donations.

It is not to be expected that a library will be maintained entirely by taxation; the amount received from that source must of necessity be augmented by private donations of money, books, pictures, etc. The library which has a fund, the income of which is available for the purchase of books is fortunate, but the library which has made its influence and benefits so felt, that the citizens of the community in which it is located

are voluntarily contributing to its support is also fortunate. Such a live personal influence may do more than a large amount of money. Donations of books, periodicals and pictures should be solicited, and whatever the gift may be it should be promptly acknowledged. Some of these gifts, especially of books, may not be particularly desirable, they may be duplicates of some already in the library, but they should all be graciously received and acknowledged by the librarian and reported to the board at its next meeting when a resolution of thanks should be passed and a copy sent to the donor and to the local paper to be published with the monthly report of the librarian. The success of the library does not depend so much upon one great gift as upon numerous smaller ones accompanied with the live personal interest of the donor.

Particular attention should be paid to the grounds surrounding the library—they should be kept neat and attractive, the grass cut, a few flowers cultivated—and this can only be done in the smaller towns and cities by the personal effort of the Board. I do not know as I can recommend that the members of the Board should do this work themselves, but the secretary of the Red Wing Board does considerable of such work (for the other members of the Board) even getting out his hoe and cleaning out the street gutters, but then we have an exceptionally good secretary.

Among the different duties that we have to perform as members of the various boards, one is to forget ourselves, our hobbies, and the things we personally think are essential, and plan the work of the library along broad and comprehensive lines. As originally planned the library was simply a store house for books. In its modern development it has outgrown that idea, and is taking its place as an educational force in the community. It should be our endeavor to encourage and stimulate the children in our public schools to use the library as much as possible especially for reference work. Having once learned how to use a library and formed the habit of using it, they will continue to do so after leaving school and will appreciate the worth of a library to the community.

Public libraries in Minnesota, outside of the large cities, are of such recent development that those who have grown to manhood and womanhood in this state have not been

accustomed to think of them as essential to the moral and intellectual development of the community. Here is a vital problem and field for work, among the adults. How can we induce the young men who have left school at an early age to avail themselves of the educational advantage of the library? Would it be advisable to establish evening schools in connection with our library in which instruction could be given, which would supplement the work these men are doing during the day? In our city we have potteries, furniture factories, printing offices, etc. Would it be practical to have instruction that would give the men employed a technical knowledge of these trades, a history of their growth and development, something that would broaden their view of life and give them greater interest in their work?

In conclusion I can only say that I have given a few suggestions as to the duties devolving upon the Library Board in our cities and villages as they have come to me while serving in that capacity. In any work which we undertake we must have our ideals before us if we expect any degree of success. We may not live up to these ideals, but keeping in view the thought that the purpose of the library is to be one of the agents by which there is to be developed a higher degree of intellectual, moral and social citizenship in the community and in the state, as members of the various Library Boards, we must see to it, that the duties devolving upon us are so performed as to accomplish, as far as possible, that purpose.

READING OF THE TRUSTEE.

By W. L. Lamb, Fairmont, Minn.

I presume that the object of your committee in assigning this subject was, if possible, to point out the comparative usefulness of the reading and non-reading trustee; or it may be to hear some suggestions as to the course or line of reading the trustee should pursue.

The greatest difficulty seems to be to draw any line where he should stop reading or to discover what he should not read. One thing is very certain, that the trustee is a very important part of the good, live library. Where, as in most libraries, the trustee is responsible for and has the selection of the books and other reading matter and reference works to be placed in the library, he certainly should

be a broad and intelligent reader, and the more liberal and intelligent his reading the better trustee he should be, other qualifications being equal. In experience there are all kinds of trustees. We have the broad-minded, thoughtful and intelligent reader who always makes a splendid trustee especially when it comes to storing the library with reading matter useful to both old and young, as well for the student as for the casual reader and for those who simply read for entertainment or amusement. We have also the one-sided or narrow-minded reader, one who is interested simply in one narrow line of reading, one who, perhaps, could not think of reading anything except sensational fiction and wild west stories, and who generally makes a very poor trustee, especially when it comes to the selection of books. With such trustees a library might soon find itself stocked with a lot of material fit only for the rubbish pile and the bonfire. Again, we have the trustee who scarcely reads anything at all except the boldfaced head lines in newspapers and stories of current sensational happenings—the man, perhaps, who knows all about the shortcomings of his neighbors, his neighbor's wife and his neighbors children, the woman who can tell you everything that has happened in the city during the past week and everything that has not happened. Such a person, male or female, makes a poor trustee simply from the fact of his or her utter inability to be of any assistance in equipping the library with the proper reading materials. Then we have the busy business man trustee who has no time for much reading or any reading, nor to give to the proper care and upbuilding of the library, and for that reason should not be one of the board. There should be no drones nor honorary seats on the boards; each should be a good working bee, able and willing to assist in storing the library hive with the sweetest, choicest and most useful materials.

In these days of the great out-pour of the printing press, of materials both good and bad, it is no easy task to store a small city library with the best thought of the present and of ages past. Of course no trustee, be he or she ever so intelligent, could give personal consideration to all the books as they emanate from the press. To a great extent he must rely either upon his good opinion of the author of the book or the publisher there-

of or upon some recommendation given it by the press or other parties. Again, no small library could possibly afford to place on its shelves all the books that receive fairly good reviews from reliable sources. So, after all, there must be an intelligent sifting and selection made even under the most favorable circumstances. The alert and painstaking trustee is always desirous of having the very best books placed in his library, and those too most suitable to its patrons. He should therefore study the conditions and needs of his community. By intelligent and thoughtful reading he should become acquainted, if possible, with the best writers of the country and with the best methods of library work and library extension. His interest should be such as to induce his neighbors and friends to take an active interest in the work of the library. He should strive at all times to make it a living issue in his community by keeping it before the minds of the people both young and old, and especially by getting the young people interested in its work. This he cannot well do without being himself a good reader and student of the latest and best methods of library work, and by making himself able to assist in making the library a good and handy intellectual workshop by placing the right material therein and putting it in shape to be easily found when wanted. A person who reads little and takes very little interest in good reading matter should not be chosen for a place on the board of trustees, and our city officials cannot be too careful in their appointments for such places. There should be no politics nor favoritism—only true worth represented.

In my limited experience I believe that the lady usually makes the best trustee. Her mind is not generally occupied with so many cares and duties to demand her attention. She is a better reader and is usually better acquainted with the best literature and best writers of the day. She will give the library more attention and time than her stronger brother is liable to do. In these times of the spreading of so many good libraries over our country it should become the constant study of the alert trustee just how to make his library the most attractive and useful in his community, and how to get the great body of the people, especially the young, interested in it. As an educational institution it is only second to our public schools. Of course

we are well aware that much of the success of the library depends upon the librarian. She must make the library attractive, keep all matters in orderly arrangement and assist patrons in the selection of their line of reading and study. But notwithstanding all that the very best librarian may do or should be expected to do, there is still a great deal that should be done by the intelligent trustee; and by at least a limited course of reading and study in the science of the best and most efficient and practical library methods, he should be willing to properly fit himself for his responsible duties; and a person who has no time, or is otherwise unable to do it, should at least know enough to betake himself off the board, or if not, then the appointing power should be wise enough to see that he was gently dropped. Neither the library nor the city has much use for a trustee who takes little interest in his work. With nine thoroughly competent, active and intelligent trustees to assist, advise and second every good and worthy effort of the librarian, the library can and should become one of the most powerful and potent factors for the betterment and upbuilding of any city or community. The forces of evil are always at work and we may sometimes think they are getting the upper hand, and as much or more now than ever before we need wise, thoughtful and active guardians of our public institutions. We have more young people growing up around us today than any other generation ever had and we need watchful, wise servants and guardians—we need to throw out many attractive life lines to preserve and rescue them from the channels and pitfalls of evil. In this regard the library has been doing a great work and can be made to do much more; but its highest and most efficient work can only be reached and maintained by the intelligent co-operation of all the members of the board with a competent and well trained librarian. The success and public standing of the library is not simply in the hands of the librarian as some trustees may seem to think. She needs the hearty and able support of every member of the governing board, and each member who fails or refuses to faithfully and conscientiously do his part, weakens the efforts of others and the work that should be accomplished. As to what the trustee should read, we do not know, unless we say that he

should read, review or examine every book and printed work that he has the time and opportunity to read or examine; read the bad with the good in order that he may be the better able to reject the bad and pernicious from the shelves of the library; above all I should say, read everything that pertains to the best methods of library work in order to be able to draw the most good out of it to the community. And finally, what is there that the poor, alert and painstaking trustee should not read? In order to be a most thorough and competent judge between that which is good and that which is pernicious, he should read everything that he can get his hands on and everything that his friends and neighbors can help him get his hands on, and then when there is finally nothing more on this earth within the reach of his hands, he might, with profit, turn his eyes toward heaven and read the stars.

THE LIBRARY AND THE WORKERS.

By John P. Buckley, St. Paul.

In accepting your invitation to address you this evening on the subject that has been assigned to me, namely, "The public library from the working man's point of view," I feel that I have undertaken a task for which my capacity is inadequate.

There are many men in the labor movement today who could do justice to this important subject, and I trust that, should I fail to properly present the views of labor in general upon the subject, you will kindly overlook any defects, and consider them simply the expressions of one man.

In the first place, my opinion of the public library from a workingman's standpoint is, that it is the greatest boon that could possibly be conferred upon him. It places him at once upon the level with the millionaire, the student and the philosopher. It opens for him (whose poverty would otherwise debar him) the vast fields of literature. Here he may wander at will with the master minds of humanity, hand in hand with the great thinkers of the ages, open his mind and heart to the lessons taught by those great leaders of men who have conquered nations and shaped the destinies of the human race. Here he may associate with the greatest, the wisest and the best. There is no limit to the possibilities of possessing knowledge which

is power, without money and without price. The public library should be managed in the best interests of the workingman, and the books should be purchased mainly with his welfare in view. The capitalist can buy and own his own books. The workingman cannot do this. The children of the workingman must get from the public library the general books of reference which the business man has in his home. The children of the workingman must have these books in order to properly do their school work and thoroughly understand it. Their teachers require this. The children of the workingman have their schools as well as the library. Their work in the schools and the work in the library go hand in hand, but the workingman himself has only the library for his school and must, of necessity, go there. His school-room is the reference room, for the knowledge he gains in that department he can at once put into practical use in any capacity in which he may be employed.

In conferring a public library, with all its advantages, upon the workingman, you are at one stroke opening his mind and heart to the greatest blessing of humanity. You are making him rich indeed, and sowing the seeds for a coming generation of better young men, better women and a better world. The question arises, having presented those opportunities to the workingman, will he take advantage of them? I answer, he surely will. It is now more than twenty years since I joined a labor organization, the "Stone-cutters' Union" of Minneapolis. Since that time I have always been affiliated with organized workingmen. During all these years the workingman has taken advantage of every opportunity to better the condition of himself, his fellow workman and his employer. He has learned to be more patient, more conservative and more trustworthy. His hours of labor have been shortened, his wages are higher, and labor-saving machinery has made his work lighter. He lives in a better home, his family is better provided for and best of all, his children are better educated. What has wrought those great changes in the conditions of the workingman? What has enabled him to keep up with the swift march of progress during these many years? I will answer in one word, Education. Just such institutions as the public library have made this possible,

and the public library has given the largest share.

Ladies and gentlemen of the State Library Association, continue the good work you have so well begun. Not in a week, not in a month and not in a year can the habits, thoughts and desires of centuries be obliterated. Be as persistent in the future as you have been in the past in advancing the welfare of the workingman and success will surely crown your every effort. Eventually these palaces of learning will be filled with admiring, enthusiastic throngs of grateful working people.

WHAT IS THE LIBRARY TO THE BUSINESS MAN?

By M. O. Nelson, Minneapolis.

If I were speaking of the public library from my own personal view point it would be that of a newspaper man rather than of a business man, for that has been and still is my relation toward that institution. But in the few minutes I had to consider this topic. I have gone at it in a newspaper man's way and have interviewed a number of business men as to their attitude toward their city library. So far as I have been able to learn, the average business man holds his library card as some men do their religion—in his wife's name! It so happened that every man I interviewed was married to a woman who was a member of a woman's club or of some organization that demands of its members written information on stated topics. This business man's wife uses both her own and her husband's cards with the result that his house is rarely without one or more library books. If she is a strong minded woman and as good a talker as she should be, her husband is likely to get a good deal of the public library at second hand across the dinner table. He likes this. It comes so easily. In any case he is gratified and proud that his family are such literary people, thanks to the public library.

I found no man who had children of reading age, whose children were not reading public library books. The fathers spoke of the public library much as they would of the public school in a kind of proprietary way as though it were a part and parcel of their social life for which they had paid and to whose privileges they had right. One man

who confessed to never having used a public library for business purposes and to not having read a public library book in several years, said impulsively, that he would lead a riot if any attempt was ever made to wipe the public library off the city map. The city business man I think, is not, as a rule, a reader of public library books. He has given up books for newspapers, or at best for the magazines. The newspaper reading habit, which tends to make a waste basket of the human brain, tends to smother the desire for books. The man whose reading is done chiefly on the trolley car and on Sunday, gets the habit of the ox in high clover—of biting about in a desultory way and of taking nothing clean. For him the headline editor summarizes the column in a scare-head or in boxed-in blackfaced type. This can be read on the electric car in spite of the jiggle and the dim lights and everybody is satisfied. On Sunday this business man makes amends for this scrappy reading habit by reading entirely through from editorial page to colored supplement the armful of Sunday edition of his daily. With this he takes the Sunday magazine supplement, the name of which is given to counteract the effect of the comic cartoons in red and blue. A few years of such reading makes a man almost incapable of reading a good library book from cover to cover. Even continued stories in the magazines become a drag; so to feed his palling taste the magazine editors encourage the short story in which the hero weds the heroine in ten minutes from the starting point.

The average business man, in these days of get there quick, classes the reading habit (subconsciously perhaps) with certain other forms of needless self indulgence—a good thing for women and children but not quite the thing for a man of affairs. Still I found business men who used the public library. Practically every man who belonged to a literary club consulted the library when preparing his topic. One man had occasion at various times to look over the Patent Office files; another consulted some engineering books and periodicals; another had recently gone to the shelves to back up a hot argument he had had with a friend on some disputed point. Another was in the habit of looking in the library for some article he had previously read in one of his own magazines and knowing that all his magazines

were on file at the library with Poole's Index handy he throws away his magazines after reading them once. In this way I doubt not many business men find similar aid in the public library. At our house a spacious attic is piled high with magazines too good to throw away and not quite good enough to bind. When the need comes for using some article in the pile, instead of lighting the lamp and rummaging for it, I usually pay a dime to the street car company and look for my article in the public library. A friend of mine has a plan whereby he cuts from his magazines all the articles in which he is interested and makes them into neat scrap books ingeniously indexed. I tried to follow his plan but the time it takes to do it is ten times more than it takes to run down to the library for all I want. And after all, how do I know what article I will be interested in a year from today? Poole's Index and the public library seem to be the best plan I have found yet.

That the average business man does not habitually use the public library is not proof that he is not vitally interested in it. In these days when men and women are troubled and anxious about many things no one can have any very great amount of accurate knowledge. But with a big public library within a few minutes walk or a five cent ride of his abiding place he can have a monstrous lot of potential knowledge, and that makes a man feel about as wise as though he knew it all in his own right. The next best thing to knowing a thing is knowing where to find it.

The average business man, I venture to say, looks on the public library as the old Texan did on his gun: "Stranger, you mought live in Texas a long time and not need a gun, but when you need it, you need it bad."

THE PROFESSIONAL MAN'S USE OF THE PUBLIC LIBRARY.

By F. G. Ingersoll, St. Paul.

The public library appeals to the professional man very strongly, but in a special and particular way. If possible I desire to make clear that the relation of a public library to the professional man and the function it should perform is essentially different from its relation to the general public; the former being of a technical and special na-

ture. Within the limits of my time let me suggest the view point of the lawyer, the doctor, the preacher, the architect, the instructor, the engineer—mechanical, civil, electric—and the men of all other professions.

To the professional man the library should be a source of information, recreation and inspiration; it is this, of course, to every one, but in this general aspect it appeals to the professional man exceptionally, because of his needs and mental training. You would naturally expect that in the line of recreation he would choose the old masters, such as Scott, Thackeray, Dickens, Eliot, Balzac and Hugo, rather than the modern novel. For poetry he would be more likely to covet Shakespeare, Milton, Dante, Tennyson, Longfellow and Whitman; books of this character every library possesses in abundance. The professional man's time is so limited that in reading for recreation he must confine his attention to such books as these and others bearing the undoubted stamp of genius and worth.

But the professional man comes to the public library for general information along the line not only of his particular profession but all other professions, and his want should be supplied, for the public library, like the laws of our country, is intended for the entire public, all classes and all creeds. You should be able to offer him general works upon all professions and occupations as well as merely general literature. And when he comes for information concerning some other profession than his own he may want the most elementary works on the subject to begin with and then advance to the more complex. For by reason of his special training he is apt to grasp more quickly than the layman the subject under consideration and the offered facilities should carry him far upon his investigations,—much further than the general public would ordinarily care to go. A lawyer, for instance, seeking information on some point in therapeutics, would be likely to go further than the mason or book-keeper in that subject. Hence, the public library, with due regard to this suggestion, should have, not only the general books bearing upon a profession, but general reports, newspaper articles and the current writings to enable him to complete his researches.

However the professional man will come

to the library, not only for recreation and information, but for inspiration; whereby he may be lifted from the commonplace existence and stimulated to higher ideals and aspirations; he wants his blood stirred and imagination kindled and the public library should make adequate provision in this respect.

In the administration of your library you should offer to the professional man economy of time and effort. He should be given stack room privileges. He should not be required to waste his time and energy in reading and taking notes in a large public room where there must necessarily be more or less commotion disastrous to intense concentration of the mind. He should have admission to the stack room and be given access to the books on the shelves so that he can prosecute his studies with freedom and in quiet. He should have a table in the stack room where he can leave, with safety, over night, his uncompleted work. Place within his easy reach all the books he will likely consult on the particular subject under consideration. He is not likely to abuse this privilege or to use it so frequently as to impose a burden on the operation of the library, and certainly, if afforded, great benefit would result. Special shelves should be devoted to the various professions, and popular and semi-popular works relating to each should be generously supplied. Thereby the professional man would be drawn to the library much more frequently with resulting benefits, not only to himself, but to the public at large, for he must always, as a public-spirited citizen, realize his obligations to the general public. Every opportunity should be offered to fit him for the discharge of this obligation.

A newspaper clipping bureau is of prime importance. Clippings upon topics of general, political and practical information are a valuable aid to the study of any subject; I refer to current newspaper discussions. A well conducted bureau of this kind enables the seeker for information to obtain the modern thought quickly, to grasp the popular arguments, pro and con, and to formulate a very intelligent opinion of the merits of the subject under consideration. An excellent illustration of what a clipping bureau should be is the one now in the St. Paul Public Library; its success is largely due to the very efficient Reference Librarian in charge, who has from a

small beginning, so extended the work of this bureau as to be able to produce, instantaneously, clippings, not only from newspapers of this country, but from some foreign countries as well, and upon every conceivable topic both of general and special interest, whether brought into public notice temporarily or for a longer period of time. Every professional man, certainly, and every one else for that matter, who has had occasion to make use of these facilities can testify to their usefulness and assistance in giving some permanence to fugitive information and in reaching it with certainty and dispatch.

The professional man should, by virtue of his occupation, have a mind especially trained; he is in constant contact with books; he is or should be a close observer of public events; a student of human institutions and of the progress of the human race. This breadth of information and of view is vital to efficiency in his profession. This emphasizes what I have suggested as to some special obligations he owes to the community at large, as regards the solution of the problems of government, industrial progress, science and religion, higher living and the uplifting of the world, the faithful performance of all which is demanded and expected of him. If the public library is to discharge its duty to the public in general it must provide ample facilities for professional men and women, by providing them with the necessary tools with which to work and every incentive to attain the highest possible standard of mental development; if you would promote human intercourse upon a higher plane, alleviate human suffering, open wide the doors of education, break down ignorance and superstition wherever found and make possible the highest ideals of true citizenship, you must afford ample facilities to the professional man to solve these problems. To this end the highly developed modern public library, to meet the needs of men of all professions, is an absolute necessity.

The professional man has contributed largely to the thought and progress of the world in all ages; the highest oratory comes from the legal profession; much of our fiction from the medical; much of our philosophy and poetry from the ministerial. Add to these the works of authors famous in the world's literature and remember that with

few exceptions they have sprung from one or the other of the professions indicated, and you can form an idea of the absolute necessity of maintaining the public library at a standard which shall satisfy the demands and requirements of the professional man in the prosecution of his studies. Let our municipalities give generously to the establishment and maintenance of public libraries upon a broad and comprehensive basis, not only for the professional man for whom I have been asked to speak, but for every citizen of all classes and all occupations. Bring them all into your library, make them welcome and encourage them in their work, make it easy for them to find there what they want. Thus the progress of the world will be advanced. Thus knowledge will vanquish ignorance, science overcome superstition, and the early dawn of an age of universal enlightenment become more than a mere hope.

THE NEWSPAPER AND THE LIBRARY.

By J. G. Pyle, St. Paul.

The public library and the newspaper have that close relationship and that latent hostility which spring from identity of purpose joined with separateness of function. They are step-brothers in a not too united family. They both aim at the dissemination and increase of human knowledge and popular information. But the essential idea of one suggests the temporary, and of the other the permanent. The newspaper, like the gaudy-winged insect that flaunts its splendor in the summer air, is born for the day. He who seeks it tomorrow will not recognize it in the flake of brown dust beneath his careless foot. The book is a creation deliberately intended to survive; and the best hope and pride of its author are conditioned upon stability of value. It is the strong structure meant to serve humanity in varied uses through many a year. There has been an instinctive and scarcely veiled jealousy between the workers in these two allied lines of intellectual activity; one scorning the other for his pretensions as a contributor to real literature, and the latter retorting with jeers at the slow and stupid creature who can never overtake the meteor-like movement or share the delicate ecstasies of the changeful diurnal life. The book and the news-

paper stood for many years at polite attention, when either noticed the other; but the thought of fundamental mutual service was not actually present with either of them.

The leveling processes of intellectual democracy have greatly changed this relation, and are to force a still closer association. The popular magazine has been born of their forced and barely tolerant associations; and this tricky child, exhibiting the traits of both and presaging other undiscovered or unacknowledged resemblances, makes one influence toward a closer study and a larger appreciation. The most valuable newspapers today contain a large percentage of matter fully worthy of preservation upon library shelves. The most valued additions to the library catalog have the clearness, the simplicity, the liveliness of method and the appeal to human interest that have carried the newspaper into every home. At last the strain of common blood begins to tell; and, in the popular educative work of the future, the newspaper office and the library must be found common laborers in fields whose lines of demarcation are actually imperceptible. I could name, and so could any of you, a newspaper whose weekly edition, largely culled from its daily or prepared on common lines, could be digested for a year into several volumes that no library could afford to be without. I could name, and so could any of you, at least one interesting volume of recent publication whose contents are almost entirely clipped from matter appearing in sheets of daily issue. Journalism and library work will always remain as distinctly specialized as biology and chemistry; but there is the same bond of union between them, and neither will achieve its full usefulness without a sympathetic comprehension and a conscious dependence upon the other.

Just where, then, do these allied influences find a point of contact; and what should be done to secure a completer integration? These are questions of practical import which are of first interest to your association. The most up-to-date newspaper man has by this time discovered the possibilities of the library, and utilized some of them. In the rush and under the tremendous pressure of his daily occupation he has not time for stately research in cool alcoves, or dreamy wandering through catalogs. His hours are numbered and his minutes counted. On the

main lines of fact with which he knows that he will be called upon to deal, he has certain text-books; volumes of statistics, yearly reference books, economic and industrial treatises, official reports. These stand in a revolving case near his hand; some of them well-worn, others with the irreverent dust of ages thick upon them. For such material he has no time and no need for conference with libraries. A capacious and retentive memory, with these familiar helpers, must carry him through the hours when the click of the telegraph instrument is interrupted only by the domineering demand for more copy. As far as the ordinary news is concerned, the items of current interest that die with the day which gives them birth, the newspaper is as necessarily independent of the library as the maker of a card catalog for the library is of the newspaper.

But there are zones of activity which already overlap, and others where a common understanding and effort at coöperation are yet to unite their independent territories as part of the federated republic of the mind. In the matter of illustration, this service of the library has thus far been most conspicuous and is most freely acknowledged. The daily newspaper depends upon its pictures for a considerable share of its attractiveness and for the interpretation of its liveliest reading matter. In notable instances it would be helpless without the library's aid. I am advised, for example, by the Public Librarian of Chicago that, at the time of the volcanic eruption in Martinique, and again after the earthquake and fire in San Francisco, the newspapers were for days dependent for the illustrations that enabled the public to obtain a clear conception of these great historic events upon books obtained from the library's shelves. Recourse was had to the St. Paul library for pictures of the bridge across the St. Lawrence whose recent collapse overshadowed all other news for the day. Setting aside the fakir custom of using imaginary pictures and labeling them for the occasion, of which few reputable newspapers are ever guilty, all the journals of the country, in these and similar emergencies, must obtain the originals for their illustrations from the library's archives. And this is so great and conspicuous a service that it alone establishes a close relationship. While all large newspapers have cabinets

containing metal cuts of prominent individuals, ready for the press at an instant's notice, to the number of many thousands, and portfolios of photographs or engravings of as many more ready for the art department at call, it happens constantly that some individual leaps into prominence by a few dots and dashes over the wire whose picture has not been thought worthy of preservation or has not been obtainable through the ordinary sources. The Chicago Public Library has an index to portraits made from twenty-five of the leading American and foreign illustrated periodicals, which is kept up to date and is in daily use by the city newspapers. And all the libraries, though they may have made less elaborate preparations for the service, are used as storehouses from which may be drawn matter for original illustration. The value of this feature of journalism and all periodical literature is now too well established to be called in question or require any comment.

In the preparation of certain portions of the reading matter of the newspaper, the public library is already quietly utilized to a larger extent than is commonly supposed. It is indispensable to the political writer who is following a campaign or reporting a legislative session. In its reference room he finds legislative manuals, volumes of statistics, statutes, collections of speeches and pamphlets which, to him who knows where to lay hands on them and how to use them, are veritable sticks of dynamite. Many a reputation has been made or destroyed, many a battle lost or won, many a measure defended or defeated by the use of unsuspected ammunition drawn from these resourceful magazines. Not without significance is that word "files" used to designate the silent and serried ranks of soldiers on the library's shelves, whose deadly discharges have determined many times the destinies of men and states.

The library is the right hand of the special writer who knows his business. Either as a member of the staff or as an auxiliary with a roving commission, this man or woman is charged with the preparation of articles for Sunday or special editions that must be made at once interesting and informing. The former quality depends mostly upon the individual; the latter can be obtained only by a generous acquaintance with the repositories

of more or less obscure facts. Almost nothing is new. Originality has to be sought in method of treatment rather than in material. There is always somewhere the matter that would supply an article to be the talk of the town for days if one knew where to put his hand upon it and how to breathe into its dusty nostrils the spirit of life. That the library is so seldom and so superficially used for this purpose reflects not upon its management but upon the ignorance of workers of their opportunity. It is a gold mine for the rare individuals who know gold when they see it and have the art to fashion it into shapes of usefulness or grace.

The editor and editorial writer, also, in my conviction, have been too much deterred by that old convention of a difference of function, referred to at the beginning of my remarks, from free use of the materials to be found in a good library. To take a practical illustration: Our trade relations with Germany are and are to be the subject of newspaper discussion on which probably will depend important legislation, modification of tariffs, our own industrial growth, the course of foreign trade and the welcoming or avoidance of a tariff war, with the possibility of some more dreadful conflict looming darkly in the background. No man has a right to touch this subject as a leader of public opinion unless he has mastered it. Yet most discussion is purely academic. Armed with certain preconceived opinions, with the *World* or *Tribune* almanac and the federal report on commerce and immigration, the average writer rushes merrily into the fray and lays about him with those tin swords of argument. The truth, of course, is that such a question carries one into the immense field of constructive statesmanship; that no one can understand even the elements of it who is not acquainted with the facts, more wonderful and fascinating than a romance, of the rise of modern industrial Germany; that mere abstract ideas on this issue are worse than sophomoric; and that the reading of from half a dozen to a score of the latest works on this topic, all of which ought to be found in any good library, is about as indispensable to conscientious work as is the ability to read and write. I might point the same moral by a host of instances, but this one is typical.

In the reference department of the St. Paul

Public Library a feature has been introduced and elaborated with great diligence and scrupulous care which is unique, as far as I have been able to ascertain, in this part of the country. This is the preservation of clippings from newspapers. Editorial and other articles on topics of the day, especially those containing facts likely to be of permanent value, are taken from a list of the most important newspapers of the country. These are classified by subject, arranged in chronological order and preserved in portfolios where they are immediately available. It involves much labor, not only in the original selection of matter but in its constant revision; for the passage of time and the determining of issues soon make a large share of such a collection archaic. But it has real value, not only for the newspaper man who may not have opportunity to scan all his exchanges, or an exchange editor upon whose judgment he can rely for his own needs, but for the young. The editor may there obtain in ten minutes a knowledge of the point of view of the whole country; for that will appear pretty faithfully in a collection so representative. But the young men and women in educational institutions who have to write essays or theses on current questions,—and such topics should be much more frequently assigned than they are,—can acquire, by consulting these clipping files, a conception of the subject, a balance of thought, a model of terse and vigorous writing and a fund of information for which they usually search, to the anguish of all their friends and acquaintances, everywhere else in despair of spirit and usually in vain. A well organized newspaper may seldom need to consult them; but if freely used by the public they would probably be worth several colleges of journalism rolled into one.

I cannot compliment the libraries too highly on the interest and intelligence with which they seek to co-ordinate with the newspapers. The newspaper man in search of information may not always find it, but he does find a courteous and generous helpfulness. Many libraries have provided special facilities for newspaper men and more will appear in answer to increasing demand. The change in the trend of newspaper work demands it. A generation ago the newspaper dealt chiefly in matters of opinion. Today its chief stock in trade is matter of fact. It

and the public library are the great public educators. Upon them rests a large responsibility for the issue of that eternal conflict between the truth and falsehood, between the actual and the seeming, which in the final business of life. I venture one practical recommendation: that librarians generally, before ordering lists of new books, should request of local editors, say once a month, the names of publications that would be helpful to them. This would at the same time secure a more catholic selection for the library and strengthen the interest of the newspaper whose work was directly aided.

A closer study, a more serious consultation between those who are eminent in either department would open avenues of common action, of reciprocal benefit, which there is no time to discuss and which may far better be evolved out of the practical attrition of the daily experience of both than suggested here. The library is becoming every day more and more the armory of the successful man instead of the refuge of the indolent or the dreamer. The newspaper is becoming more and more every day the reflection of a confederated activity and the mirror of a people who follow or drive it according to its own measure of its worth. They are two colleges in the vast university of our mental and moral life. They have been too long isolated, suspicious, supercilious as to each other. When the library becomes in the worthiest sense the educated man's newspaper, and the newspaper in the same sense a public library, human intelligence and human worth will have been vastly augmented by the union of these two streams, both making for the great profound of an ocean where all who will may know.

WHAT'S IT ABOUT?

By Maud van Buren, Librarian, Mankato Public Library.

An extract from a letter received not long since from one of our successful librarians, will serve to illustrate the state of suffering in which many of us find ourselves at times. She says: "For several years before going into library work, I had done high school and college work and knew nothing about children's books. At the library the little youngsters kept my spinal column in a per-

petual state of chills or fever by asking: 'What's it about? Is this about a poor boy? Does it come out all right? Is this an adventure book? What's the adventure about?' and so on *ad infinitum*. Then, on the other hand, I never cared to read much inferior fiction and the adults were just as bad. 'What's the style? What's the theme?' It is really the question, What is in the books?"

Now in taking up and discussing this vexed question, the classed books will not be considered; firstly because a librarian of ordinary intelligence may become fairly well acquainted with the nature and contents of these books in the careful examination required for their proper disposal as to subject headings and their place on the shelves. Secondly, because a patron wanting subject material usually has something definite in mind, and the librarian is given at least a clue. Not so with fiction. There being no resumé of the story in shape of tables of contents and indexes, the nature of the book is learned only through the reading of it. Ah, there's the rub! since book reviews cannot be relied upon.

The ideal librarian, according to the books, is the abnormal one: so clever as to do in one day what the ordinary mortal requires three for; with a brain so capacious as to comprehend and retain every thing in print that comes within reach. It is sad but true that neither the broad fields nor the hot-houses of Minnesota are conducive to the growth of this particular species. Ours are the kind that do in twelve hours a day, six days in a week, (with a few hours on Sunday thrown in) just what an ordinary human being expects to do in that length of time and still retain the patience of Job and the amiability of a saint—little things requisite to the proper conduct of a public library. Even in a twelve hour day, it is impossible to read a great deal and serve the public conscientiously also. But even if she could, *should* the librarian read everything that goes onto the shelves? Does it behoove her to take upon herself the burden of *great wisdom* and the *inimitable style* represented by the "six best sellers"? Let us look the thing squarely in the face. Isn't it perfectly ridiculous for a busy person like you to hang your head in embarrassment because someone suggests that you are falling short of your duty by not read-

ing the stuff brought to your notice by present day commercialism in literature. Our reading, like our associations, should yield for us rich harvests; a larger, brighter, happier outlook on life, confidence in and sympathy for our fellow beings. The great majority of our new novels yield *nothing* or *worse* than nothing, having very little respect for high ideals, suggesting no wholesome nurture, but, like the modern newspaper, giving themselves over to the sordid and sensational. Should we, just because we have chosen so delightful a profession be compelled to live among the garbage of literature? Let us have the courage to say frankly when questioned by our voracious new novel readers as to our acquaintance with certain new books, "I have no first-hand knowledge of them. I do not read them. Why? For the same reason that I would not enjoy the companionship of the Evelyn Nesbits of society and for the further reason that even though I am allotted my three score years and ten, the time left me is too short, too precious, to waste it in riotous reading." Wait, before buying the newest things, until the first heat of excitement is over.

It is the extravagant, dissipated habit of reading that needs correcting—that habit of reading the new book just because it is new and neglecting the old book just because it is old. Light literature we must have—we need it to leaven our natures—but there is light literature and light literature—plenty of it has proven its merit by having survived the years. "A few books do not survive from among many without good cause." "When we consider that in Britain alone some 6,000 books are published yearly and that the trade in old books is not extinct, the magnitude of the stock is enough to make the brain reel. When we remember, furthermore, that whilst education in other ages produced cultivated classes, able, at least, to know what they wanted, that the tendency in modern times is to equip every one with the power of reading and to leave half educated multitudes helpless in a wilderness of books, full of intricate bypaths and seductions innumerable, we can realize that . . . to establish free libraries in every big town, implies some obligation to furnish means of guidance in reading." And the very best imaginable guide is the librarian who selects for her shelves books

of merit and whose reading is of such a standard as to inspire confidence in her judgment on the part of the public. Happy is the librarian of high ideals who is so familiar with the best literature and with her readers' tastes, that she may become a master hand at guiding from low to high and thus raising the standard of taste in her one little community at least. The finest praise I ever heard given a librarian was concerning a worker in one of Iowa's public libraries, when a gentleman of high scholarly attainments and broad vision said of her, "She stands for the best in literature and has done more toward the cultivation of taste in Burlington than any other factor." We are happy in having that librarian with us this morning. The librarian, who, with a limited book fund, places upon her shelves duplicate copies of the books of the moment at the expense of those of lasting merit, commits an unpardonable sin against society in general. Our street carnivals, our Coney Islands, our Wonderlands, and their ilk are doing all they can to vitiate the taste of the masses; pray let us not place the public library on a footing with them! The public library may be the one great counteracting force against present day tendencies as manifested in our sensational newspapers and cheap magazines. It is surely not intended that much of its money shall be expended for perishable literature—the books that flash upon the horizon, splutter a moment, and are gone.

Rarely does a patron voluntarily confess that he does not know what he wants; but an alert librarian knows from the very manner of his browsing whether or not he knows what he wants. Here is an opportunity for a "stroke of business." "Can I be of any service to you? Is there anything I can do for you?" And then comes the very response expected: "Well, I want something interesting to read," or "I am looking for a good book." Something interesting to read! A good book! Make a mental note of that and don't suggest the House of Mirth or the Helpmate. The borrower himself is lost among so many and so varied books and is usually grateful for suggestions. We should be unceasing in our efforts to reach the non-reading classes, but our larger and more difficult mission lies in putting the right thing into the hands of the right person. Give the child, young or old, all he

wants of, let us say, devil's food, and he soon has not only lost his appetite for bread and butter, but he has a fit of indigestion with its resultant distorted outlook on life.

If you will pardon personal references, I would like to tell you of an experiment which the Mankato library has tried the past year with gratifying results. We discovered, by close observation, that a new book, except in the minds of those who read book notices and reviews, usually meant a book with a bright new cover. Accordingly we consigned Pam and her near relations to purgatory, as it were, to be resurrected on that day when they have proven their worth by even tolerance on the part of discriminating readers. Then we put several hundred dollars into very attractive editions of Scott, Dickens, Thackeray, Elliot, Austen, Stevenson, Hawthorne, Reade, Hugo and others of the old standbys, and using the A. L. A. Catalog as a basis, added many occasional works of authors like Aldrich, Wilkins, Page, Cable, Howells, Black, Blackmore, Bronte, Barrie, the earlier and readable works of Henry James, etc.—names of some note in American and English literature. Many of these were put in their alphabetical places on the shelves, but the real gems have for a year held the most conspicuous place in the library (the charging desk) and catch the eye of everyone who enters the door. In the one year we have issued more standard novels than in the three preceding. Doubtless some have been carried home and back again unread but on the other hand we have known patrons, after an introduction to *Les Misérables* and *Vanity Fair*, for example, to return for further acquaintance with the authors of these books.

Well, to return to our original question: "What's it about?"—to which the foregoing harangue may seem to have no relation—Firstly, read, read, read only those things which you would be glad and proud to send into the homes of others. Secondly, be not ashamed to say, when asked about a certain new novel, "What is it about?" "I really do not know. I have not read it; but as it holds no high place in the opinions of discriminating readers, I don't believe you would like it. Here are some charming little stories (producing from the desk, or nearby handy place where you keep your "sugges-

tions," three of four worth while things). Have you ever read this or this?" (giving a brief resumé of the stories, if necessary). And right here one needs be very careful to recommend something interesting from the start. Henry Esmond would hardly do. In the majority of cases the new novel under consideration is forgotten in the new interests and in a few days your patron returns with a request for more books by the same author or "a book as good as the last one you gave me." We have fallen far short of our duty if we have failed to lift the voracious McCutcheon reader out of his low intellectual drift.

Thirdly, encourage questions about books. It gives you that much better opportunity to suggest. Don't lose an opportunity to chat about books you have read and wish to pass on. It not only interests your patron in the particular things you would like to see popularized, but it makes you "a nice friendly sort of girl" in the eyes of that good old farmer and his wife who have grown to like nothing better than the books you recommend.

Fourthly, as to the children, have nothing in their department that is not first class. Then you can conscientiously say, when asked if the book is a good one, "Yes, that's a good book." "What's it about?" "I haven't read it myself, my child, but let's look into it a moment." Immediately a sympathetic interest has been established and you and that child are friends.

Just put a stop to those chills and fevers because you don't know everything. "Hitch your wagon to a star," and forge ahead "sustained and soothed by an unflinching trust."

READING OF THE YOUNG PERSON.

By Nelle A. Olson, Librarian, Moorhead Public Library.

So much has already been said and written upon the subject of reading for young people that I cannot hope to throw new light upon the subject. But it may perhaps be helpful to review what has been said before to assist us in establishing more firmly in mind those principles which have been accepted as sound, and to illustrate by examples the truth of these conclusions.

We librarians owe a debt to our young people, payment of which must not be de-

layed. We are dealing with the period in their lives which is capable of great beginnings, the age of large possibility, and if they do not acquire a taste for good literature now, the chances are very much against their ever doing so. If we give them the mediocre, when we might give them the best, we are compelling them to sell their birth-right for a mess of pottage.

While the presence of libraries in almost every town makes literature much more accessible than it was years ago, and while three good books can now be purchased with the former price of one, these advantages are to some degree offset by the very multitude of books pressed upon our notice and the eager attempt of the present day world to accomplish the herculean task of reading as large a portion as possible of the whole number written. This tendency among their elders, the younger people are fast acquiring.

Years ago, when books were scarce and hard to obtain, the young people read eagerly and reread until the books became a part of their very being; today we have gone to the other extreme, and I fear young people who reread to any extent are in the minority. They may enjoy a book and even purpose to read it again, but another new one comes into their hands and the first is laid away until another time, which usually never comes. Splendid ideas which might have been fixed in mind are soon lost, and splendid characters which might have become intimate and helpful friends are mere acquaintances soon forgotten.

The librarian's problem in her work with the young people may be expressed in two phrases—right reading and reading aright—how to select the best books for them, excellent in themselves and suited to their present mental development, and how to influence them to read in a way which will help them to get the most possible from their reading.

We know that the influence of a library for good or ill depends to a large extent upon the character of the books chosen, therefore we must establish standards by which we may determine the value of the books from which we are to choose those worthy a place upon our shelves.

We say we want the best literature and are confronted by the broad question—what is literature? Arlo Bates in his Talks upon

the Study of Literature has answered the question thus: "Literature may be broadly defined as the adequate expression of genuine and typical emotion. Mankind looks to literature for the expression of genuine, strong, healthy, human emotion; emotion, passionate, tragic or painful, the exhilaration of joy or the frenzy of grief as it may be, but always the emotion which under given conditions would be felt by the healthy heart and soul, by the virile man and the womanly woman."

This definition may be applied to literature for young people, understanding by "genuine emotion" that which they are capable of appreciating and which would be natural to the manly boy and the womanly girl, above all wholesome and normal.

The test of this literature is expressed thus: "If an author has really felt what he has written, if what he sets down has been actual to him in imagination, whether actual in experience or not, readers recognize this and receive his work so that it lives. If he has affected a feeling, if he has shammed emotion, the whole is sure to ring false and the world soon tires of his writings.

"The air of sincerity which is inevitable in the genuine is most difficult to counterfeit. We have only to read the trig little bunches of verse in the corners of the newspapers, tied up as it were with sad-colored ribbons, to feel their artificiality. On the other hand it is impossible to read Browning's *Prospice* or Wordsworth's *Poems* to Lucy without being sure that the poet meant what he said in his song with all the fervor of heart and imagination.

"A reader need not be very critical to feel that novels by The Duchess and her tribe are made by a process as mechanical as that of making paper flowers, but what reader can fail to feel that to Hawthorne *The Scarlet Letter* was utterly true, that to Thackeray, Col. Newcome was a creature warm with human blood and alive with a vigorous humanity?

"Theoretically, we doubt our power to judge of the sincerity of an author, but we do not find this so impossible practically."

Of the classics so much has been said, they are so well classified and so plainly marked that we have not much difficulty in choosing. We are sure of Scott, Dickens, Hawthorne, Jane Austen, George Eliot and Victor Hugo for our young people.

As one writer has put it in speaking of juvenile literature, "Those things which have pleased the most people for the longest time are better and those which have long given pleasure not only deserve praise for work done, but deserve to be reported as likely to continue to give pleasure."

Young people are much the same the world over, and young people of today have the same feelings and emotions which were experienced by others of their own age living a hundred years ago; genuine human interests remain the same.

But how are we to judge of more recent books, the works of writers of our own time? Young people are naturally interested in the doings of the world today and the books which deal with these interests, occupations and pleasures. By what standard shall we measure these recent works?

One method is by the application of the standards taken from the classics. If they have truthful and adequate expression of genuine human emotion, they will be of permanent value.

Another test is found in striving to answer the question, "Is the book worth re-reading?" for I am a firm believer in the saying that what is worth reading at all is worth reading twice. In judging of a book we may ask ourselves, "Will the young people think enough of these characters to care to meet them again and are they worth meeting?" "Is there merely excitement or curiosity to see 'how it turned out,' or is there genuine interest like that which prompts a child to say 'Read it right over again!'"

But in order to apply these tests we must of necessity read the books, and we are puzzled to know how to judge of the many we cannot read, how to be able to sift the wheat from the chaff, before testing the quality of the wheat. I believe we should, if possible, read every book we place upon our young people's shelves and some which we discard. But is there not some way of judging of the mass of books, so that we may have a fairly correct estimate of them before we undertake to read them? This is especially necessary in small places where we cannot examine our books before ordering.

The very methods of advertisement sometimes give us a good idea of what to discard. But this is not true in general, for often the most nauseating doses are sugar coated and appear most palatable. It has been truly

said that he who bases his choice of books upon advertisements is like him who regulates the health of his family by the advice of a patent-medicine almanac!

If we postpone buying until we have definite information from trustworthy reviewers, we may miss reading the best when first published, but we shall more than make up for this loss (if loss it be, for good things usually keep well) by the large amount of poor material we shall have avoided. Even libraries with a small fund for magazines can well afford one or two of the periodicals which contain the best book reviews for the librarian's use in selecting books, even though few others open them.

It may be interesting to inquire what the standards are which young people themselves set. What are the qualities they desire in the books they read, is there a difference between good reading according to our standard and good reading according to theirs, do we buy books which we think they ought to read and which sometimes remain unopened upon the shelves, do we buy what they are interested in, are they interested in the right things, if not, how can we create such an interest, are pertinent questions for us to ask ourselves.

I could think of no better way of answering the first than by an appeal to the young people themselves, so I asked the pupils of our high school to name their favorite books with reasons for their choice, also to mention some books they had not enjoyed and tell why they disliked them.

The answers revealed a wide diversity of titles, but what was to me a surprising uniformity of reasons for their choice.

We require that their books be interesting, well written, to some degree instructive, and of good moral tone—notice how their standard compares with ours point for point.

Answers of the first group were these: "I liked the book it was so interesting." "That was a good story, it was so true to life." "It gave such a clear picture of the people." "I love books of adventure."

The second class of reasons was expressed thus: "I like to read of life in other lands." "It helps me to remember my history." "It tells about life in the mountains." "It brings in the Southern side in the war." "It tells about the people of early times in our country." "I like to find out about battles." "I love animal stories."

We demand a high moral tone; the young people say: "I liked the determination of the hero to overcome his bad habits." "It tells how a man waited patiently and got his reward at last." "It tells what a boy and girl can do." "I liked the girl because she was brave."

The following answer is more valuable for its ethical standard than for its grammatical construction: "It doesn't depend upon the fact if you are rich or poor, but if you have the qualities of a man in you."

The negative answers seemed to carry out the same thought. "The story was too tiresome." "It wasn't true to nature." "It was too impossible." "Not real enough." "It had no sense in it." "It had no spirit in it." "It seemed foolish." "Too many things happened which had nothing at all to do with the story."

One of the boys said of a book of Edward Ellis, "There was too much nonsense and it was not true." Another said, "I don't like some of the Henty books because I think the characters are not true to life."

While their judgment as to what is really true to life and what books illustrate these principles may be at fault, yet we see that at least they are thinking and feeling their way toward good standards of reading.

As we have learned by experience to expect, a large majority of the titles were stories, pure and simple, and that brings us to the much-mooted question of the reading of fiction for young people.

If I may quote again from Arlo Bates, I should like to give you his thought upon the subject which seems to contain much truth.

"Fiction is literature which is false to the letter that it may be true to the spirit. In a narrow and literal sense, Hamlet and Othello, Col. Newcome and Becky Sharp are untrue. They never existed in the flesh. They have lived, however, in the higher and more vital sense that they have been part of the imagination of a master. They are true in that they express truth.

"Emphasize the proper method of reading and careful selection and do not wage war against the natural love of stories found in every normal and wholesome human being. If novels are unhealthy, false, or morbid they are bad; if they are true in the sense just stated and call into play a healthy imagination, they are good, and there is not much danger that too much will be taken.

"If I could be assured that a boy or girl read only good novels and read them appreciatively and sympathetically, I should never trouble myself to inquire how many he or she read. I should be hopefully patient even if there was apparently a neglect of history and philosophy. I should be confident that it is impossible that the proper reading of good fiction should not in the end both prove beneficial in itself and lead the mind to whatever is good in other departments of literature. I am not pleading for the indiscriminating indulgence in doubtful stories. I do not believe that girls are brought to fine, well-developed womanhood by an exclusive devotion to the chocolate-cream and pickled-lime sort of novels.

"I do not hold that boys come to nobility and manliness through the influence of sensational tales, wherein blood-boulted bandits reduce to infinitesimal powder every commandment of the decalogue. I do, however, thoroughly believe that sound and imaginative fiction is as natural and wholesome for growing minds as is the air of the seashore or the mountains for growing bodies."

Poetry is always a difficult branch of literature in which to interest the young person, but I believe that every standard poem with which they become familiar is so much capital for culture and future enjoyment.

Charles Eliot Norton puts this thought very strongly: "Poetry is one of the most efficient means of the education of the moral sentiment as well as of the intelligence. It is the source of the best culture. A man may know all science and yet remain uneducated. But let him truly possess himself of the work of any one of the great poets, and no matter what else he may fail to know, he is not without education."

Beautifully illustrated books, containing a few good poems (for large volumes of complete works are apt to discourage young readers), have been found enjoyable and help to create an interest in other poems of the same authors and kindred poems of different authors.

Books of natural history of the right kind, simple descriptions of scientific subjects, especially electricity and machine and toy making, instructive tales of genuine experiences, such as "How to attract the birds," "Bird life," "The training of wild animals," "Careers of danger and daring," are eagerly

read and are educational as well as very interesting.

History our boys read eagerly, provided we procure what is genuine and interestingly told.

Reading for our girls presents a more difficult problem than that for our boys, for there seem to be many more excellent books of the type which boys enjoy, stories of battles and heroes and the like, than there are of those which appeal especially to girls.

I notice that in Mr. Hamilton Mable's list of good books for young people, published in one of the recent magazines, he gives three times as many titles for boys as for girls, yet I believe that girls of this age read more books than boys do. This is a difficulty for which I have no remedy to offer unless, perhaps, that since good books for girls are so much more difficult to find, it is only fair that a larger share of our time be devoted to supplying their needs, if we can, to careful search for them especially, and perhaps some time and thought devoted to an effort to interest them in some of the history and biography which naturally appeals to the boys, may not be wasted.

To sum up our requirements for good reading for our young people, it must be the adequate expression of genuine and typical emotion, the portrayal, not of isolated and occasional monstrosities, but of genuine human nature typical of normal healthy characters. Historical and scientific works should be those interestingly written and by the best authorities, and all the books should be those adapted to their age and understanding.

Though not strictly within the scope of this paper, perhaps a few words regarding possible methods of creating and maintaining an interest in this reading may not come amiss.

A librarian, who wishes to acquaint her young people with the best books, must first know them herself. We are never very enthusiastic over that of which we are ignorant and cannot arouse in others an enthusiasm which we ourselves do not feel.

It is not enough to know that a book is good, we should know why it is considered good, or if we object to the works of a certain author, we should have a definite reason for our objection, a reason for the faith that is in us.

If a boy asks for an undesirable book, we

should be able to discuss it frankly and attempt to take away his desire for it, but more than that, we must be sure to have some good book to recommend which has the sustained interest of the "Ragged Dick" type, for instance, minus its descriptions of boys who know more than their parents, use objectionable slang and give a third-rate tone to the book.

For this reason I believe we should know just what is in some of these objectionable books, so that we may be able to discuss them intelligently, especially with parents when such opportunity offers.

It is a sad fact that comparatively few parents read the books they place in their young people's hands, or know more of them than can be learned from a cursory glance or from a clerk eager to sell his wares.

Lists of books for young people, as well as for children, may be helpful to parents, especially at holiday time and may help to raise the standard of the home libraries. Even local booksellers may not take amiss a few suggestions, regarding the selection of desirable books for their shelves, especially if you can help to create a demand for these books.

One of the greatest helps in influencing the reading of young people is to meet and know them outside of the library, really become acquainted with them so that they will talk freely about their likes and dislikes, their plans and the things in which they are interested.

Frequent visits to the high school, not only to give general talks about the library, but to visit the literature and history classes in order to learn what topics are of special interest to them at special times, will result in good returns for the time invested.

Hearty coöperation with the teachers will result in mutual helpfulness, they may drop chance words here and there which you have not the opportunity of doing, and which may increase the library's usefulness to their students.

If you can invite the pupils to the library at special times, not only for instruction regarding the classification of the books and the use of works of reference but also in an informal social way, I believe much may be accomplished.

I know of one librarian who gave a social hour for her students, providing as entertainment a contest in reference questions.

with a prize for the most diligent worker. She afterwards expressed surprise at the eagerness and pleasure which they showed in their search, and expressions of astonishment at the things to be found in the library and of appreciation of the help in learning to use the books were not few.

If we can make our young people's lives happier and more useful to the world around them, then our efforts will not have been in vain.

READING OF THE CHILD.

By Alice A. Lamb, Librarian, Litchfield Public Library.

The highest purpose of literature is not to open our eyes to the evolution of the material world, or to teach us to adapt its resources to the gaining of our own subsistence. We need few books for that.

The greatest hunger of the soul is for a better understanding of the deeper springs of the human heart, that we may live out and away from our meaner selves, that we may find our relation to the eternal.

Literature is life beheld and interpreted by the seer, and made manifest to us in forms shaped by the creative imagination of the artist. The purpose of reading is not to acquire knowledge, but to gain this finer interpretation of life and thereby upbuild and elevate character.

A child who is so educated that he becomes intimate with forms of life and estranged from its soul, is defrauded of the best part of his inheritance, and crippled at the start in the race for perfection.

To quote a strongly expressed opinion, "Good literature is as necessary to the growth of the soul as good air is to the growth of the body, and it is just as bad to put weak thoughts into a child's mind as to shut it up in an unventilated room."

There is crying need of an improvement in the character of children's reading. A taste for good reading was never formed by reading poor books, and the average child does read many poor books.

When we consider that about fifty per cent of the children entering school leave at ten years of age, and that seventy-five per cent have left at twelve, with small chance of acquiring a taste for good reading, the gravity of the question increases.

In the vast treasures of our literature there is good material for every stage of the

child's mental development. The question is, not how to furnish the supply, but how to create the demand.

It seems to me the chief responsibility for this will always lie with the schools. The course of study should be such that good literature and only good literature be offered for reading and language purposes, and that much more time shall be given to reading than at present. Stanley Hall says something that is apropos right here. "Children ought to be acquainted with the story roots and leading motives in all the greatest and best literature of the world." He believes profoundly in resumés and epitomes—anything to get classic literature in form so that its content is within reach of the child. Homer, Thucydides, Herodotus, Nibelungen, Arthurian, Dante, Shakespeare and just a few score others, he says, would include all.

The modern school ought to hold itself really culpable if children are allowed to satisfy the law's required attendance without knowing something of these great moralizing powers in the world. They present every chief type of character and every great generic ethical situation in life and thus inoculate the soul against temptation. President Hall would have but one standard of merit in the reading of school children and that its moral value.

As a part of the public system of education, the library has its share in this responsibility for the reading of the child, and has much to do in supplementing and carrying on the work of the school.

Those who have made the deepest study of the child nature and best know its needs have given us many excellent suggestions and prepared many bibliographies which may be accepted as standards.

The opinion these authorities have for Mother Goose is not that of the physician whose prescription for nervous prostration was, "Read Mother Goose and don't think." They tell us that the stories, while brief, produce vivid mental pictures, full of delightful action. The melody is charming, the rhythm imperious. After or along with Mother Goose for very earliest reading is placed Stevenson's Child's garden of verse, with its delightful fancies and fascinating pictures of the day dreams and life of the child.

Of the fairy tale and myth, Colonel Parker says, "Myths, fairy tales and parables have

made children and childish peoples happy throughout the ages. Myths and fairy tales are the sure signs of the upturning of the hearts of the little ones to God. The proper function of fancy in intellectual life is spirituality. Spiritual truths are hidden in the precious honey of stories."

Of the nature stories, the same authority says, "Every child is a born naturalist, his heart turns to flowers, birds and beasts, to all animals and inanimate things as the blossoms do to the light." Happily there is no dearth of books that appeal to this love of the earth and its life. Some of them carry such a breath of the out-of-doors that they might arouse the most indifferent nature. Perhaps not all of the boys and girls will fall under the charm of the greatest books of this class but we must provide them for the few if not for the many.

In spite of the fact of their characterization as nature fakirs, Seton and Long are so popular with us that I am glad to find them well defended by J. Rose Colby in her *Literature and Life in School*. She says of these authors that possibly their readiness to believe in the power of the lower animals to think, may color some of their interpretations of animal behavior, but that we need have no fear that they will seriously mislead children. Beyond question they will attract them to the outdoor world, arouse their curiosity, nourish kindness, open the eyes and direct the vision.

Regarding the aversion which parents sometimes have to their children reading of pain or suffering or the unhappy side of life—I find this thought which seems to admirably answer the objection. Cruelty and injustice are everywhere in the world. We cannot hide them from growing boys and girls. They make the heart ache and the bitterness of life. To leave them out altogether of what we read with children would be to let them grow up in a fool's paradise wholly unlike the world in which they must spend their lives. It is better that their hearts should ache with sympathetic pain, and burn with indignant resentment at wrongs done than that their eyes should never be quickened to see things as they are, to see unkindness and coldness and injustice in their essential ugliness. The men and women who shut their eyes to the ugly things in this world never see rightly its real goodness.

We want boys and girls to grow up large natured, clear eyed, actively benignant, with sympathies which shall prompt them to do their part for the betterment of humanity. One of the best possible conditions of such growth is an acquaintance with books that show the evil and the good, the ugly and the beautiful in their true relations and proportions.

If we could choose the class of reading for which we would instill the deepest love, would it not be poetry? The greatest minds of all the ages have rendered homage to this form of literature, and the most gifted have delivered their messages through this form of expression. Larned in his *Talk about Books* pays so pleasing a tribute to poetry that while the quotation is somewhat long, I would like to repeat it. "The greatest poems which fuse thought and imagination into one glorified utterance, will carry an enrichment beyond measuring into any mind that has capacity to receive them. I believe that those fortunate young people who are wise enough or wisely enough directed, to engrave half of Shakespeare upon their memories lastingly in their youth, with something of Milton, something of Goethe, something of Wordsworth, something of Keats, something of Tennyson, something of Browning, something of Dante, something of Homer and the Greek dramatists, with much of Hebrew poetry from the Bible, have made a noble beginning toward the finest culture that is possible. To memorize great poems in early life is to lay a store in mind for which its happy possessor can never be too thankful in after years. I speak from experience, not of the possession of such a store, but of the want of it. I have felt the want greatly since I came to years when memory will not take deposits graciously, nor keep them with faithfulness, and I warn you if these treasures are to be yours you must gather them in your youth. A great poem is like a mountain top, which invites one toward the heavens into a new atmosphere and a new vision of the world. There are no other equal heights in literature, except those which have been attained by a few teachers of the divinest truth who have borne messages of righteousness to mankind."

The contemplation of the wealth we have to offer the children may make us over eager to do our part, but patience will need to possess our souls. We cannot ourselves

enlarge their mental life, or give to their emotional and moral life sincerity, nobleness and sympathy. They must themselves grow into such fulness of life as their own natures render possible. We can provide an environment that shall supply these elements in such form that they can appropriate them, make them into thought and feeling, into acts and purposes, into the substance of their own individual lives.

Assuming that we have on our shelves such books as children should read—what are some of the best suggestions offered as to means of interesting the child in these books. Attractive bulletins no doubt are of service. Attractive bindings and the books conveniently placed to catch the eye—close touch with the school work so that any good book there mentioned may be in evidence the next time the child goes to the library—all aid somewhat in advertising our wares. The personal word tactfully used at the right time can be of greatest service.

Miss Lawrence says in a paper read before the A. L. A. in 1901, that there is one general chart to guide us in the choice of children's books, a chart of the instructive interests which culminate at different periods of child life. The mind has characteristics which may definitely be determined at each stage of growth from infancy to maturity. The problem of leading children to good books can rest securely on no other basis than this.

Children before eight have a natural appetite for the marvelous to which myth and fairy tale are perfectly suited. Books about children of their own and other lands are attractive. Above all the simple life of primitive people. From eight to fourteen years is the transition period. This is the period when guidance in reading becomes most difficult. The boys will have books of blood, action and adventure, and unfortunately the cheap boys' books supply these in great abundance. If the boy gets the cheap ones first, it is a question if he will discover for himself that they are lacking in the vital truth of life. But a diet of good literature with the unconscious digestion of good sense and truth will soon produce the taste which will lead the boy to reject the poorer stuff of his own accord.

To quote Miss Lawrence further, The girl is a harder problem for she usually reads a more dangerous class of books.

She keeps her love of fairy tale and fancy and this should be developed into a love for poetry, and the literature that have grown out of it. She seeks the love story earlier than the boy. Her danger lies in the vast body of false, sentimental novels whose weakening touch on character often accompanies the woman through life, rendering her foolish and melodramatic where she should be strong and sensible. The remedy offered is to keep her reading her brother's books until the love story can no longer be ignored, and then give her Scott and Dickens and other novels of the highest class.

In conclusion, what should everywhere be aimed at in the reading of the child, is an increased knowledge of the highest essentials of life; a gain in thinking power and nobleness of thought; a development of the power of feeling and sincerity of emotional experience; and finally in what should result from this,—in preparedness for worthy action. This knowledge comes to boys and girls partly through their daily lives outside of literature; but it should come to them also through life in literature. The lives of some of us are so narrowed by controlling conditions that unless we learn the secret of freedom and largeness in books we learn it not at all. And the lives of all are so narrow in comparison with the full life of all human experience, that they need the world of books. They, indeed, who bring most to books will carry most away; it is the law of life—to him that hath shall be given, but the hungriest soul, the soul starved even beyond the sense of hunger, can be nourished little by little, till it too is ready to receive full measure.

THE READING OF THE LIBRARIAN.

By Richard A. Lavell, Librarian Pillsbury Branch, Minneapolis.

There are at least three ways, I think we will agree, in which I may answer this question of tremendous possibilities, "What is or what shall be the reading of the librarian?" If we accept as authority the demands of the public we serve, I think we must say, "The librarian must read everything!" I am sure that all of us have had our pride shattered many a time by some reader who, when we "fess up" that we don't know, goes away with a decidedly lowered opinion of the librarian. Those

of us especially who work at that "storm center" of the library, the issue-desk, know that we are expected to answer all manner of questions ranging from "What are the latest and best authorities on Egyptology?" to "Who is the heavy-weight champion of America?"

Of course to approach my subject in this fashion is impossible. I would be compelled to talk through the whole time of the conference and that would be a calamity both for you and for me. To go, then, to the opposite extreme, my answer may be, "The librarian can read nothing." Haven't we all reached the point where we say to ourselves, "I can't read anything. I haven't the time nor energy to do anything but regular routine of work." It sometimes seems true that the motto of our profession today is, "The librarian who reads is lost."

But to give such an answer is also out of the question. I am supposed to take up at least twenty minutes of your time, you know, so I am forced to steer a middle course between the Scylla of everything and the Charybdis of nothing. I propose, therefore, to confine myself to the reading which in my opinion must be done in order that we be efficient in our work. I do not presume to be competent to tell you what you shall read. I only state what I have felt to be necessary in my own case and I hope that it may be of some interest at least to you all.

The efficient librarian must first of all read the newspaper. An understanding of the problems of today is vital, it seems to me, to thorough-going work. I recall a concrete case in illustration of my point, which occurred in my work last winter when the railway rate bill was before Congress. A high school student had a special topic on the subject in his work in economics—or, to be exact, he wanted the text of a certain amendment. We exhausted the files of the monthly and weekly reviews but did not find it. History was being made so fast at that time that it became necessary for us to go to the files of the New York, Chicago, and local papers in order to find the amendment. By so doing we found it. Had I not read the newspaper, and so been familiar with the status of the bill, I think I would have failed in efficient service. Does it occur to you that the weekly reviews upon which we depend so much—and rightly, I

think—are frequently nearly two weeks late in their current events? Take the Outlook, for instance, and another concrete example of this failing. On July 15th an explosion of gunpowder occurred on the battleship, Georgia, causing the death of ten men. A full account was published the next day in the local papers but the Outlook made no mention of the occurrence until July 27th—twelve days later.

Before leaving the newspaper let me point out and emphasize a danger to be avoided. I mean we must beware of the partisan press (perhaps I had better qualify partisan and say blindly partisan). Don't accept the statements of such papers as gospel truth. May I give an illustration of this danger? Last week I wished to find a statement of the issues involved in the vote for Oklahoma's state constitution. I found a full account in one of the Twin City papers, but a more garbled and partisan report I never read. Had I accepted it I would have believed that the framers of the constitution were anarchists of the worst type—and all because they differed politically from the editorial policy of the paper. And you will find such a paper in every city in the world.

We can't be too careful, I say, in our choice of newspaper material. Here we are saved by the independent newspaper. Subsidized by no interest and in the greater number of cases devoted to the cause of civic righteousness, we may always depend upon it for an unbiased, impartial and fair statement of the facts at issue.

But if the reading of the newspaper is necessary to effective work, how much more necessary is the reading of the monthly and weekly reviews! I grant that it may be possible to dispense with the reading of the newspaper (this doesn't hold good in the case of the men, however), but surely the result of neglect of such weeklies as the Independent, the Outlook, the Nation, and such monthly reviews as the Review of Reviews, the World's Work, and the World Today—is a thorough non-understanding of the vital problems of the day. How else help a student or reader asking for material on the race question, the Japanese question, separation of church and state, the Russian question and so on to the end of the chapter. How else be the human "information-desk" of the library?

But why not depend on the periodical

indexes in such crisis, some one may urge. My personal opinion is that an intelligent use of our indexes is possible only after a clear and intelligent understanding of the events to be looked up. To illustrate again. Suppose we wish to find material on the separation of church and state to which I have referred above. Suppose, if you please, we are totally ignorant of the whole question—never heard of it in fact. Where will we look for material? How can we know it is a pressing problem of the day in France, in Switzerland and also (though not to such a degree perhaps) in Great Britain and Spain. Where to look, what to look for, how to answer the questions of the reader without losing our reputation for omniscience—well what could we do? Fortified on the other hand with a good working knowledge of what it all means, how much more we get out of the index, how much more thorough our work. The modern librarian must be a student of present day problems. If not, how order books, how help the public, how keep alive?

I think, too, that we should read the literary magazines. Or, if there must be a choice between the text of the magazine and the book announcements in the advertising pages, by all means let the text go and read the announcements. Why, if we don't keep up to date here we are lost. We must know what is to be the title of McCutcheon's new book to be published in the fall. I had the temerity to tell a young lady the other day that I didn't know, and I am sure she wonders what I do to earn my salary. The expression of incredulity and amazement on her face was delightful but humbling. We are expected to know the publication date of the Weavers, the Shuttle, the prospective output of fiction—whether the winter is to be a good or poor one from the standpoint of the fiction reader. We all can give hundreds of such questions, I'm sure, but enough examples have been given. The question is how to answer them. Will you agree with me that doing so is part of our service to the public? Then read the N. Y. Times Saturday Review of Books, and the Dial and especially their announcement numbers. These in addition to the announcements found in the literary magazines. Read them and you need never fear the "late fiction shark." On the contrary your reputation in the community will be established for all time.

But to be serious, it does seem necessary to have some knowledge of the contents of the magazines. Perhaps a mere collation of their pages may be sufficient, but if there be time (and it is a question whether we ought not to make time), a more thorough survey will be of profit. Especially is this true of the non-indexed magazines—The American for instance. Several articles of great contemporary value are now appearing in it and only the librarian's personal knowledge of them makes them available. A series of articles in point is the series on the race question by Ray Stannard Baker, and it is particularly valuable just now because of the fact that the debate for the State High School League this year is on the race question.

A decided friend in this connection is "What's in the magazines," published by the Dial company. We are all familiar with it I am sure. It is so classified that all who run may read and it's many a hint the librarian may get from it. So, I say, if we are so busy that reading the magazines is impossible, here is a friend in need. And the mercy of it is that in these days of inflated prices it costs but fifty cents a year. (Allow me to say that I am not in the employ of the Dial company. This advice is free gratis.)

To pass to another side of the librarian's reading I make it a duty to read the A. L. A. Book List every month. Of especial interest and value to the libraries for which the A. L. A. Catalog was compiled it yet is an excellent selection of books for any library. I do not mean to say that it is perfect, but it is a decided step in the right direction. It gives us a selected and annotated list of books as a basis for our orders. It makes intelligent buying possible for the smallest library, and it seems to me that it is to be preferred to either the Publishers' Weekly or the Cumulative Book Index.

As to the necessity of this kind of reading I think we will all agree. We all buy books and we all need to be intelligent buyers for obvious reasons. During the past two years at the Pillsbury Branch Library in Minneapolis, I think that investigation will show that 95 per cent of all books ordered were taken from the A. L. A. Catalog and the A. L. A. Book List. And I believe that the percent is typical of the greater number of libraries of the state. That is why I say

we ought to read the Book List if we are to do intelligent buying.

We owe it to our profession to read the Library journals. Coöperation is the motto of the day and age, and to coöperate we must know what our neighbor is doing. Ideas are what count first of all. The next thing is to put them into effect. New ideas and new plans which have been tested in other libraries make for greater efficiency in our own library as they are adopted and put into effect. No ideas, no increased efficiency.

Lastly (and in importance it is really first) I say we should read the book reviews. The functions of librarianship peculiarly its own are, it seems to me, those of selection and evaluation. Let me make myself clear. If the librarian is to attain his greatest usefulness in the community he serves, he must know the book to select and the true value of it. What excuse is there for his knowing nothing of the authority and value of the book he gives the student or reader? The very fact of his being at the desk ought to mean that he is more or less qualified to select and evaluate. That being the case how are we to know our book? I say by reading the book if possible or, if not the book, for that is too ideal, at least the book reviews. There are dangers here I grant you, but in the majority of cases if we use care in the selection of the review, we may obtain a fairly good working knowledge of the book.

Unfortunately the book reviews are not uniform in authority and value. The subsidized book review is useless. Will, for instance, Putnam's Monthly give us an unbiased review of a Putnam's book? I doubt it. So it is necessary first of all to be sure of our review. The annotated bibliography has arrived on the scene to make our work in this field a pleasure. Such works as Adam's *Manual of historical literature* and Larned's *Literature of American history* and in general literature the Cumulative book review digest place before the busiest of us enough of information and criticism to evaluate with authority. Who, after consulting Adams, would advise Hume's *England* for a fair and unbiased treatise on the Stuart period or Ridpath's *U. S. for an authoritative history of our own country*? The result then of knowing the book through the book review is to make for more efficient service, and

as a consequence the guiding of the reader away from the book of no value, the unbiased book, and the book whose reading harms instead of helps.

In conclusion let me say, I have confined myself to what may be called the "business" reading of the librarian. I have attempted to show you what I have considered in my own case to be vital to efficient service. I may have left a good deal out, probably I have. The general cultural reading I leave to those better able to select it. Of all professions the broadest and most liberal, library work owes its appeal and interest in great measure to the fact that the librarian knows that his reading is not restricted, but on the contrary finds it necessary to cover more or less thoroughly the whole field of knowledge. A one-sided librarian is a contradiction in terms.

LIBRARIES IN STATE INSTITUTIONS— THE BOOK AS A TOOL.

By Miss Miriam E. Carey, Librarian of State Institutions for Iowa.

The book is omnipresent in the 20th century. In homes, schools, public libraries, and wherever else man moves and has his being, the book is found with every evidence of being one of the most cherished adjuncts of our civilization.

The motive for its collection is furnished by its author, subject content, and even by its title and binding, for the fashion of the time demands books, and countenances any reason for their accumulation. But whatever else may be the purpose for this getting of books, it may be said that no intelligent purchase of them is made without reference to what the book can do, for this fashion of the time has grown out of a belief that the book is an active agent, capable to get results, both good and bad, and so strong is this belief, that the book has come to be regarded as a tool, to be used with the skill and precision that tools demand.

Where is the book always a tool? In state institutions. There, what the book can do is the sole reason of its presence. Its various functions cover a wide field, to entertain being as legitimate as to instruct or inspire, but whatever its power to do may be, that power is the consideration to prompt its purchase.

Each state provides a fund by taxation for the support of certain educational and ele-

mosynary institutions. State institutions, therefore, as referred to in this paper, represent the provision made by the public funds for the care of the insane, the defective, the criminal, and the unfortunate.

Of the 14 such institutions in Iowa, all contain schools except the hospital and the soldiers' home.

The problem of the school group is the creation and fostering of the reading habit.

The tool by means of which this habit is created is the easy book, the book told in simple language, printed in large clear type, with plenty of pictures and small in size rather than large. It is a mistake, however, to suppose that any cheap, small, easy book will do. What is wanted is the right book.

Cheap editions, unless they have the essential qualifications for use, should not be purchased for state institutions. The best the market affords is available to a large buyer for a moderate price. By best is meant that book which each place can use with its special constituency. No book is cheap, whatever its price, that is not readable. A book that stands idle is expensive. One that is read pays for itself.

The reading habit once established in the school group it is to be fostered by means of children's books, although outside the Orphans' Home the readers' ages range from 16 to old age.

Among the blind, the tendency to listen only is a hindrance, therefore a desire to read for themselves is to be cultivated, so that they will despise the mediocre and will look upon skill in reading Braille and New York Point as an accomplishment, not a painful necessity. Ability to read their own books with ease and rapidity might well be one of the conditions for a diploma in schools for the blind.

The most difficult phase of creating the reading habit is among the deaf. As a class, the deaf are keenly intelligent, and once aroused they are ambitious and appreciative. It is the boast of those who have spent a life-time among them that a larger per cent of the deaf make good citizens than of any other wards of the state. But to them the language is wholly unknown and must be learned word by word. Nowhere is the book more manifestly a tool and nowhere must its selection be made with more precision. The Easy Book is again absolutely essential,

but it must not be so simple as to lack interest or cause mortification.

The establishing of the reading habit among the deaf depends upon that most influential personality of school life, the teacher. Given the right books, selected and graded in a manner to stimulate the deaf pupil, still the teachers' technical skill and professional enthusiasm are necessary. Get the teachers interested, and the matrons and attendants where the children live in cottages (for whoever is "next" is needed), and the pupils will acquire a free and intelligent use of books which will open to them all intellectual pleasures and pursuits.

The special tool then, of the school group, is the Easy Book for the first steps, and afterwards the well-printed and illustrated book, while the one never to be purchased for a state institution is the cheap reprint of a standard work, unless it has the essential qualities of a working tool. Each collection should be miscellaneous in character, but have reference to the special requirements of its own readers. For example, the library of an orphans' home should consist of children's books, for a girls' reformatory school, books of out-door life and adventure should predominate, with as little as possible of the emotional. The boys' reformatory needs, in addition to a good all-around collection, works on the useful arts, especially those taught in the school, and every institution which contains a school should provide any and all books which the teacher is willing to use. For, given the books at their best, what can they accomplish in and of themselves? There must always be a vital link between the book and the reader, and in the schools this link is the teacher, whose influence will go far towards accomplishing the great tasks of establishing and nourishing the reading habit, correcting emotional tendencies in one class, stimulating ambition in another, and bringing entertainment and moral uplift to all.

In the penitentiaries, soldiers' homes, and hospitals for inebriates and consumptives, the problem is to get the right book to the right person. Miscellaneous collections are desirable. In the matter of providing books for the old soldiers, I have not the courage to state in this presence just what I might or might not consider the right book. But I will ask you individually to suppose that you are an old soldier, and recall some of the

authors that had the greatest vogue when you were in your prime, and I ask you, may not the right book for you possibly be one written by one of those authors, who shall be nameless here, which you loved when you were young and which you still prefer?

Each prison has in it a large number of men whose education is limited and mentality small. For them, some easy books and so-called boys' books are essential, so are newspapers and periodicals, bound and unbound.

There are men of all grades among the prisoners, however, and in order to meet their requirements, the library should contain some examples, at least, of all classes of literature. In Iowa, each prison has its school department. Considering what it would mean to a man to acquire a taste for good books, so that when he left prison he could avail himself of all the advantages offered by our great public libraries, would it not be most desirable to have required courses of reading in prisons, and, in connection with the schools, to have required courses of study?

The chaplain is the connecting link between the book and the prisoner. In his weekly talk to each man in his cell there is an opportunity to guide the reading by helpful suggestions. There is in Iowa a prison where this painstaking service of the chaplain is supplemented by the sympathetic work of two men—convicts—who have charge of the library. They manage their excellent collection of books and periodicals in admirable fashion, and there is as fine a library spirit within the walls of Anamosa as anywhere in the state.

The foregoing statements would seem to show that books have important functions to perform in penitentiaries, reformatories, and schools. The inmates of such institutions are, however, of normal mentality. In the hospitals for the insane there are hundreds of men and women whose minds are abnormal. What can the book do for them?

It is the Iowa idea that among the insane the book can be used as a direct remedial agent, prescribed by the physician according to the needs of each patient.

An annotated list of books recommended for this purpose has been begun. In it the most attractive editions will be specified, and the range of the list will cover optimistic stories of real life, certain books of

travel, a few biographies and bound periodicals, with a sprinkling of out-door and nature books and humorous works.

It is necessary and desirable in institutions to have some officer responsible for the library, but it is seldom practicable to have an officer whose only duty is in connection with the books. However, the custom of having the detail work of the library performed by one or more of the inmates is one which has many things to commend it.

This is the plan in force at several institutions of Iowa. At the girls' industrial school the official librarian is the institution matron, but each cottage has one of the girls for its special librarian, while still another has charge of the center library and makes out the monthly statistics. This is the system at the hospital for inebriates, where one of the patients is the acting librarian.

At Anamosa, the recently created reformatory of Iowa, there are three grades of prisoners, first, second, and third. First grade men may exchange books every morning; second grade men, Tuesdays and Fridays; third grade every Saturday. Each inmate is furnished a catalogue and a card on which he indicates by number the books he wishes to read. For magazines he is given a card, containing a list of all the current magazines received at the prison. Each man may check on the card the five which he prefers to read. If possible he will be given these each month. The magazines may be kept two days, books two weeks, but permission is given to keep them longer. Reference books are issued on application.

The following are the statistics for the use of books and periodicals at Anamosa during March, 1907:

No. of inmates.....	389
No. of readers.....	311
Fiction	1,420
Non-fiction	691
Unbound periodicals.....	3,355

Total.....5,466

The superintendents of the Iowa institutions at their quarterly conference with the Board of Control, in the fall of 1905, voted to create the office of supervising librarian, whose business it should be to pay regular visits to each library, establish records, introduce a uniform system of classification, provide statistics by means of charging systems as well as records, and stimulate read-

ing by the selection of books suitable to each institution. This is the first instance in the history of the library movement, of the creation of such an office by a state. No precedents exist, therefore, to guide as to methods and standards.

Work was begun the first of March, 1906, and is being steadily pushed by methods indicated in this paper, in which also an attempt has been made to outline the aims and policy for the immediate future. The right to change his mind is one always reserved by the wise, and we of Iowa desire to claim that privilege.

From every standpoint this new departure in library work seems worth while. As a business venture it is most reasonable, for accurate records of books as property are seldom kept by the untrained.

The altruistic possibilities of the work are so great that we unite in feeling that here is a work of fascinating interest. For we all believe with our whole hearts, in the mission of the book—in its power as a tool. But the tool must be guided by skilled hands to get the results we can picture to ourselves.

Library commissions, where they exist, and state library associations have a call to take this matter in hand, and, if possible, to keep it in hand. That book selection must be guided by the character and needs of the readers is almost a truism to librarians. So is the value of the easy book, nor is there anything startlingly novel in the claim that books can be used as remedies among the insane. But these ideas are new in state institutions. To carry them out calls for a certain amount of technical information and experience which is not found outside the library profession.

If then, these things are essential to the effectual use of books in institutions, the task must be directed, at least, by trained workers.

The book is omnipresent. It is also democratic. No lines are drawn about it. Rich and poor, high and low, the free and the "detained," may gather, if they choose, around the same library tables and enjoy the same books.

The democracy of the book is a beneficent influence to unite the masses and classes and soften to the unfortunate the bitterness of their segregation.

May not the book in state institutions be

the tool to weld together warring elements and restore them to society reconciled?

SOME SUGGESTIONS TOWARD CO-OPERATION BETWEEN THE SCHOOL AND LIBRARY.

By James Thayer Gerould, Librarian, University of Minnesota.

In one of those thoughtful addresses of his, President Eliot makes this statement: "Schooling, which results in this taste for good reading, however unsystematic or eccentric this schooling may have been, has achieved a main end of democratic education, and that schooling which does not result in implanting this permanent taste has failed."

Using this as a touchstone, is our teaching a success? Are we implanting in the mind of the child that love for books by which alone his education can continue after his school days are over? No categorical answer can be given. In this place, no doubt, it is; in that, as undoubtedly, it is not. More and more the effort is being made, imperfectly, it is true, and not always with success, to follow this truest of all educational dicta. More and more the school and the library are realizing that in its essence their problem is the same; the preparation of the child not alone for a life of bread-winning, but for a life, however restricted its radius, of unrestricted horizon. In this complete education, bounded not by the entry of the child into the schoolroom, nor by his exit from it, but by the term of his intelligent life, both must have a part. The school should furnish the method, the library the means. The school should stimulate, and the library supply. Their functions are, therefore, complementary and wherever they have been at all carefully marked out their inter-working is absolutely harmonious.

In too many towns in our state the school must bear the whole burden, for the public library does not exist. In those localities the school must struggle with this problem alone and strive, in so far as it can, to assist in the organization of a public library. It is to the more fortunate community, possessed of both educational forces, that these remarks are particularly addressed.

Coöperation means working together. It implies mutual assistance. It implies also

a division of labor. The education of the child is a very complex process in which the library and the school are but elements. If the result is to be good, the function of each must be carefully defined and their inter-relation carefully worked out.

There must be harmony, there must be coöperation, for without it there is a lack of economy which in the long run will be prejudicial to the success of both institutions and which will inevitably react on the child. In practice there is unfortunately a considerable amount of waste which you will permit me to analyze. The lack of economy shows itself first, in the duplication of machinery.

The larger the institution, the more it needs system and method, but we too often make the mistake of regarding machinery as an end not as a means. The school library should cut its system to the very lowest point consistent with effective work and avail itself of every possible labor-saving device. Generally the organization of the public library, with no additional expense, will be able to attend to most of the details of classification, cataloging and preparing the book for circulation, and, wherever it can be done, advantage should be taken of this ability to handle administrative detail quickly and with economy. It is worse than useless for this work to be duplicated by both organizations. Each should do the work for which they are best fitted. For the loaning of books, too, the facilities of the public library are much better than those of the school library. Records are better kept and losses less frequent and at the same time the individual book is of service to a larger circle of readers.

Second, there is a waste in the duplication of books. A certain amount of this duplication is, of course, necessary. Both will need good dictionaries, a good cyclopedia and a few of the simpler reference books; but in the case of the vast majority of the books the needs of the community can be met quite as satisfactorily by one copy in a centrally located place. More books, not more copies, should be the rule.

Third, the school library has suffered, and is suffering, from a lack of trained ability in the use of books. Book using is an art, and an art which is too little understood. Within the last few years the normal schools have begun to give special training in this art, and the time may come when it

will be possible to secure teachers specially equipped along this line. At present, however, this work is done almost exclusively by the library schools, and their graduates go not into teaching, but into library work. The school library is too often in the charge of a teacher ill equipped for her task, or so overburdened by the teaching that time and strength for the work is lacking. The public librarian on the other hand is, or should be, especially trained in the art of making effective use of books. The schools should avail themselves of this assistance just as far as possible.

There is a fourth danger where this coöperation is not forthcoming. If the pupil is to continue his education after leaving school, he must acquire very early in life the public library habit. It must become as much a part of his life to frequent the public library as it is to frequent his church or his lodge. If the pupil is accustomed to the use of the school library alone, he will be very apt to cease the use of the library with the end of his school days. He will be inclined to feel that his rights in the collection have terminated, and possibly he may be oppressed with the idea that he is grown up and that association with the school children in the library is a little beneath him. In any event the school library is too apt to be regarded as a place of tasks rather than of pleasure. Unless the pupil learns to read for the fun of it, and not for a strictly utilitarian purpose, he has not acquired the reading habit.

The advantages of coöperation are many. The division of labor previously referred to is sure to result in more effective work, both on the part of the school and of the library. It will be possible for both the teacher and the librarian to apply the results of their special training to the education of the child. The teacher will be able to give him stimulation and the librarian will be able to show him the ways in which these newly awakened desires may be satisfied. Both of these agencies are working toward the same end,—the training of the child for citizenship.

The lines of coöperation, some of which I am about to indicate, are not new. I presume that in many towns in this state they are to a greater or less extent in force. I take the liberty of calling them to your attention because I feel that it is quite probable that there may be those here this

morning who have not as yet learned how to coördinate these two educational forces and to secure the best results from their union.

On the side of the library this coöperation should result first in the purchase of such books as are needed for the professional reading of the teacher. The number of really good books on education is not very large, nor are these works expensive, and it should be quite within the limit of the funds of all but the very smallest libraries to provide for the teacher a fairly adequate equipment for pedagogical study.

The reading of the teacher should be, however, very much broader than this, and the library should provide material for advanced work along the lines in which she is teaching,—books by the use of which she can popularize and illustrate her course from day to day. The teacher who does not read this sort of literature is very sure to be the kind whose resignation is desired at the first convenient opportunity. Her cultural reading must not be neglected. She should broaden herself not only along the lines of her work, but of her general education. It is here that the library can be of great assistance. For both teachers and pupils the library should provide as adequate an equipment as possible of reference works—one or more cyclopedias, several good dictionaries, standard texts in the various branches of science, handbooks of quotations, of allusions, of dates, good editions of the great writers, etc.

For the child the library must provide reading supplementary to the courses which he is taking in school. Great care is needed to prevent this supplementary reading from becoming a burden rather than a pleasure to the child; for I do not believe that the reading habit can ever be successfully acquired where there is an element of compulsion. The child's interest must be kept sufficiently high, so that he will come to this reading as he will to his play, with the pure sense of delight in it.

The library must provide, also, for the later study of the child. The school life of the average child is not much above five years, and he leaves school on the average at twelve. Beyond the knowledge of the three R's, very little advantage results from his education, unless he learns how to supplement the training he has received by

later study. Whether he leaves school at twelve or whether he continues on through the High School and the University, the time must come when his school days are over, and it must be constantly kept in mind that his education is by no means complete. He should be given incentive and opportunity to carry on this education after he leaves the school. With a properly selected collection of books and intelligent advice and sympathetic treatment on the part of the teacher and of the librarian, the child can very readily be induced to make the library a school which he can attend throughout his life. The books that he will need will not be those of culture value alone, but in whatever trade or profession he may follow, he should be able to find in the library a part, at least, of the equipment which will assist him in his daily work. There is no finer testimony to the real soundness of our American life than the fact that such a large number of boys and girls are working every day in night schools, in correspondence courses and as individuals to better themselves and to get along in the world. In assisting boys and girls of this class the teacher and the librarian are able to do, and are doing, work of tremendous possibilities.

The library should stand ready to loan to the school from time to time selected collections of books relating to topics which are being studied in the school. The collections may be small or large, relatively permanent or constantly shifting, but when sent to the school they should be used as a part of the equipment of it. The school should, of course, be responsible for the keeping and return of the books, but the teacher should determine how best they can be used. Frequently such books are loaned by the teacher to the pupil. In other cases they are used for supplementary reading in and out of the class. The librarian should do everything in his power to induce in the mind of the teacher the conviction that the library is a part of his equipment, and as much to be used as is the ordinary furniture of the schoolroom. Every effort should be made to assist the teacher, to help her in her work and through her to reach the children. Wherever there is the slightest antagonism between them it argues a fault on the part of one if not on the part of both.

On the side of the school the methods of coöperation are not essentially different. Wherever possible there should be a school library, consisting of carefully selected reference books and as carefully selected a collection of books for supplementary reading. Too frequently these collections are so ill chosen that they have very little value. The mere fact that a school has in its possession fifty, one hundred, two hundred volumes is no indication whatever of the fact that it has a school library.

Granting the existence of this school library, the first element of coöperation should be the direction of the child to the public library. Teachers should take their pupils to the library in groups, explain to them, or have the explanation made by the librarian, the classification and the principles of cataloging. Show them how to use the books, what the title page and table of contents mean, how to use the index. The teacher should see to it that, so far as possible, each of the children under her care should be provided with a library card. In the schoolroom great good can be done by spending fifteen minutes now and then in talking about particular books, and in endeavoring to create an interest in a particular author. The anniversary of the birth or of the death of some great writer furnishes an opportunity to give a little talk about his life and work. See to it beforehand that the library is able to supply the demand which you are creating, for nothing is so discouraging to the child as to ask, and ask in vain, for books which he desires.

The teacher can be of great assistance in giving the child some idea of book selection. It is, of course, impossible for the child to apply any very critical principles, but if properly directed I believe that he can be brought to distinguish with considerable accuracy between the book which is probably worth reading and the book which is not.

The teacher should give suggestions, too, for the reading of the child after he has left school. Her relation to the child is very much closer and more intimate than that of the librarian can possibly be. If her interest in him is real their relation should not cease when he leaves the schoolroom, and she should be a strong directive force in his after life.

A successful teacher is the one who stud-

ies each child as an individual, applies to him no hard and fast rules, but treats each as if he were a special problem. In the reading of the child the necessity of this is especially manifest. There are some books, of course, that anyone, boy or girl, young or old, can read and enjoy, but such books are not many. A vast majority of good books to be read to the most advantage must be placed in his way at particular stages of development, or under particular conditions. Here is room for the most exact knowledge, not only of the child but of literature.

In discussing the side of the library in coöperation, the statement was made that it should do everything in its power to make itself useful to the teacher. The teacher, on the other hand, should do everything in her power to make herself useful to the library. She should not only use it herself, she should endeavor in so far as possible to popularize its use among her students. She should be in constant consultation with the librarian as to methods by which, working together, they can accomplish most for their children. Her assistance should be very valuable in the selection of books and in the planning and carrying out of special festival days. The schools should have representation on the Board of Directors of the Public Library, and the library should take an active interest in the development of the schools. Everything that is of assistance to the one is an aid to the other and where their inter-relation is most harmonious, there we are almost sure to find the most successful administration, both in school and in library.

THE PROPER ORGANIZATION OF THE SCHOOL LIBRARY.

By Jennie M. Beckley, High School, Worthington.

Sir John Herschel says: "Give a man a taste for reading and the means of gratifying it, and you place him in contact with the best society in every period of history with the wisest, the wittiest, the tenderest, the bravest and the purest characters who have adorned humanity."

It is this taste for reading which we wish to create in the student, from the primary to the high school.

The essence of the question is—How can we make our school libraries most available to the entire school?

To do this there should be a librarian in charge who is familiar with what information the library can furnish for the different grades and the different lines of work pursued by the several departments of the school.

Our library is classified and cataloged according to the Dewey Decimal Classification. We find the card catalog invaluable in locating the information for which the librarian or student is seeking.

We teach the students to use this dictionary catalog themselves, so that they may readily learn just what information the library contains on a certain subject. We use Poole's Index to locate the great fund of information contained in the magazines.

For a number of years the students in our high school have done all their reference work in the library, which was provided with a long reading table. At the close of the day the table would be well filled with books which had been taken from the shelves, handled, read and studied by the students themselves.

Thus, they were daily becoming familiar with new books, new authors, and new information contained therein. Much more so than if the teacher takes the book from the shelf or desk and turning to a certain page, chapter or paragraph says: "Read this on the subject assigned for tomorrow."

We believe in encouraging the students in looking up their own references so that they may familiarize themselves with the author and not designate a certain book, as "the thick book with the red cover" or "the thin book with the leather back;" but be able to call the book by name and author as, Fisher's "History of the Christian Church," or Emerson's "Study of the Middle Ages."

To make the books of a certain grade most useful to that grade, we are placing small reference libraries in the different grade rooms.

Our 7th and 8th grades have from twenty to twenty-five volumes of U. S. History references in a case in each room. In some instances, four to five duplicates of the same book.

We wish to instill into the minds of the children, developing under our care, that—"Next to acquiring good friends, the best acquaintance is that of good books."

The teachers encourage the children in

the use of the Public Library, not merely in reading such books which may amuse and entertain, but seeking such books as have real literary merit—for we believe that reading that does not create and foster a taste for good literature is of doubtful value.

We have placed typewritten lists of all Geographical references which the library affords in the hands of the 5th, 6th and 7th grade teachers, so that they may refer to the list at any time and call for the books as they may need them.

We are always looking through old magazines and book catalogs for clippings of articles of interest or pictures which may be mounted and used in connection with language or literature work.

We mount the language pictures on the 6 by 9 drawing paper and separate them into classes as animal pictures, Indian, nature, history, etc., putting enough of one class in a folder, made of heavy paper, tied with a cord, to supply one room. Then the teacher may draw it out the same as a book.

We also have the pictures of nearly all the noted characters of literature, history, invention, etc., mounted on a better grade of paper. They are of special interest to literature and history classes.

There is a reading table in the library, supplied with five or six of the best current magazines, among which are the Review of Reviews, North American Review, Literary Digest, Technical World and the Outlook.

The Worthington School Library was for many years the only library in town and was open to the public two afternoons in the week—the town appropriating an annual sum toward the maintenance of the library.

Three years ago the Carnegie Public Library was opened and a division of books was made. The books of Fiction and Travel were sent to the Public Library, while those of Science, History, Biography and Literature remained with us—together with 90 bound volumes of magazines, leaving us a reference library of about 1,500 volumes.

We are adding several new volumes to each department each year, thus increasing the working force of the entire library.

We make it a point to preserve any bit of information—book, picture, pamphlet, or clipping that may in any way be of interest to anyone in the school.

The students are allowed to take these books from the building after five o'clock in the evening and return in the morning, or Friday night and return Monday morning.

I feel that there is much to be done still in the way of systematizing and utilizing the material at hand in my own library, and as my experience has been confined entirely to the one, my ability to enter into a general discussion of the subject is limited.

None of us may be able to bring about ideal conditions in the library under our care, but we may never cease to strive for it.

REFERENCE WORK IN THE SCHOOL LIBRARIES.

By Ruth Ely, Librarian, Normal School, Duluth.

The reference work in our school libraries is of a two-fold nature, and just how far in each direction it may extend its help depends upon the enthusiasm of the librarian and upon the mechanical details of each particular library.

First there is the duty of serving the pupils from day to day with reference material, and then there is the process of teaching these same pupils something of library catalogs, general indexes and the most useful reference books. This last task is one of the deepest significance and lasting benefit, but it is also, unfortunately, the duty which through pressure of time is often lost sight of in our eagerness to serve and serve quickly. We have all heard a great deal about coöperative work between the library and the school, and the reference librarians of our public libraries have struggled long and earnestly to bring about this harmonious condition. But do you know, school librarians, that we stand as the connecting link between these two forces and that unless we do our part this bond will never be perfect.

These poor overworked reference librarians, from time to time, pause in their work of serving a busy public and invite whole classes from our city schools to come to the library *en masse* for instruction. They explain as thoroughly and as simply, as the subject and the time permit, something of library aids—catalogs, indexes and the like. To many of the students this is the first glimpse they have ever had of things bibliographical and no matter how simple the li-

brarian may try to make the subject; how lightly she may endeavor to treat those nine general classes, or how clear she strives to make the subject of number combinations and the decimal point, the student knows from experience in mathematics just what puzzling combinations numbers can work among themselves, and those nine general classes savor too much of the school curricula. No, their idea of the use of the library is to supply recreative reading, and should theme work take them to the library they are accustomed to call upon the reference librarian for help, and she serves them quickly and satisfactorily with the aid of a ponderous volume known in library circles as Poole, and which always proves an open sesame to all their wants.

If the time permitted, these reference librarians might do more effective work if the instruction could be more systematic and the lessons be given more frequently and less taught at one time, still when one looks over the situation the main difficulty seems to be just this, the field is too large to be the work of one or maybe two reference librarians of the city library.

Just here is where the teacher is needed to help carry on the work, but in order to make the work truly coöperative, the teacher must be trained for the task; she must know something of library catalogs and be familiar with the use of reference books, and above all she must have caught something of the library spirit.

It seems to me there can be no more fitting place for the teacher to gain all this, than in the school library and under the guidance of a trained librarian. Here in the training school the teacher is still a pupil and the whole spirit of her work is to gain knowledge and to acquire it in order that she may give it out to others.

Perhaps psychology, school methods, and the various other studies press heavily upon her time, but if the librarian can but kindle that spark of enthusiasm in the mind and soul of the student, and she can be shown a glimpse into the possibilities of mutual helpfulness to be gained when librarian and teacher are trained for the work, the student teacher will soon be convinced that library science is entirely worth while—in fact is a necessary part of her equipment for a teacher and the time will be found somehow.

If definite hours for work along this line cannot be arranged for, much can be done in the daily reference work with the students. Teach the pupil on the first occasion of her visit to the library, that the catalog represents an easier route for finding a book than the way she is likely to seek for it. No doubt she will trust to her own unguided efforts to find her material, and if you make her first instruction clear and to the point, she will no doubt be soon convinced that your way is the best. When she comes again, perhaps you can teach her something more of library catalogs and of reference books and so on in this way, until at the end of the term she has gained a good working knowledge of library economy and all without any conscious effort on her part.

This plan of instruction may be supplemented by occasional lectures on the choice of books for children of various grades, and this part of the course is most important; library methods are simply a means to an end, but the matter of the child's reading is the culture of the soul.

And now a word on what is being done in school libraries along this line. I regret that my own experience in this work has not as yet begun, as I have but just taken up the work in a school library; my knowledge therefore is based entirely upon theory and upon the experiences of others.

In the recent meetings of the N. E. A. and the A. L. A. this subject of the coöperation between the library and the school has had special discussion. Teachers and librarians in the two associations have worked together with the definite purpose of finding out what has been done by teachers in directing the reading of children, what librarians have done to assist the teachers in their work and to determine the best books for children. One conclusion reached, as a result of these investigations, is that the best place to give the idea of the mutually helpful relations that should exist between the library and the school is in the normal training course, and they recommend that instruction in the use of reference books and in the different classes of children's books should be a part of the study in every normal school.

The normal schools all over the country are awakening to a realization of the impor-

tance of this work and brief courses are being introduced into their curricula.

At the Illinois State University two lessons a week of forty minutes each are required of the students, and application of the study to the daily work in the room with the necessary personal experience is offered, but not required. A course of ten lectures with note books and library practice, on the use of a library in connection with the preparation of a theme is also given.

In Michigan the State Board of Library Commissioners have for the past two years directed a course in library science for teachers in the rural schools. The course is very similar to that followed by the summer schools of library training throughout the country, but great emphasis is laid upon the fact that this course is in no sense a substitute for a course in library training as preparatory to library work.

Reference Books Themselves.

It seems more practical when the funds are limited to buy just a few good reference books and keep them up-to-date. The New International Encyclopædia is a very great addition to any reference collection and, because of the scope of the work, many literary handbooks, encyclopædias of history and biographical dictionaries might, perhaps, be dispensed with if a library has these. If this set has been purchased and the great extent of their use once learned by the students I am inclined to believe they will be used more than books along special lines of reference work. There is, however, a great deal to be said in favor of a large collection of reference books, for, aside from the actual use of the books, their very appearance upon your shelves serves in the larger purpose of familiarizing the student with a larger number of reference books.

Perhaps the library, which the student will use in her days of teaching, later on will have a very different selection of reference books. She must know that Larned's History of Ready Reference contains the bulk of information which she was accustomed to look for in Harper's Encyclopædia of United States History, or that Wheeler's Noted Names will serve her quicker than the volume of the International on the same subject.

Among other extremely useful reference

books may be mentioned Bliss' Encyclopædia of Social Reform, Brewer's Handbook of Illusions, supplemented by the Handbook of Phrase and Fable, Warner's Best Orations and the World's Almanac and with Chamber's Book of Days, Harper's Classical Dictionary, Lippincott's Gazetteer, the Century Book of Names, and the Blue Book of your city the list is quite complete. Periodical Indexes are of course to be included; the abridged Poole and the Reader's Guide must be on every reference shelf where magazines are included.

Good work can be done with geographical readers and some first-class text-books on the subject. Advertising circulars of railroads will furnish you much good material, and they are found invaluable as supplementary work in commercial geography. Good railroad maps taken from the time tables of the various roads are in constant use, although practical experience has proved that the maps culled from magazines, notably *The World's Work*, are the greatest help. Railroad maps contain so very much as often to confuse one in attempting to trace just briefly the course of a road; while a magazine cut, printed for a special feature, gives with a few lines all that one wishes to learn.

Good illustrations taken from magazines, if well mounted and classified, will form an attractive feature of your geographical section. If your Normal School is situated in the residence district of your city you might advertise through your daily paper for certain periodicals which you particularly wish for, and I might say in this connection that copies of the *World's Work* alone will more than repay you for your expense, as the photographs in this magazine are of the highest excellence and will be a never ending source of pleasure and usefulness in geographical work in your school.

THE CULTURAL VALUE OF BOOKS FOR CHILDREN.

By Isabel Lawrence, Normal School, St. Cloud.

An observer, with power adequate to the task of discovering why people give children books, could collect valuable data for a history of current American ideals of education.

"Children like to read, so I let them waste considerable time that way," says the ig-

norant parent who considers himself practical.

"Give children books that they may acquire a taste for good literature." This comes from the booklover, the literary man who knows his own. Good as the reason is, were it the only one for furnishing children with books, we should be justified in discarding reading, as did Rousseau, and seeking for something more vitally educative. Books are not the end of existence, but the fulness of life which literature can only chronicle.

"Children should read books in order to be well informed," says the average parent, and he would add, if he gave his point of view, "Thank Heaven, I am not a child! I read for my own amusement; but I am too intelligent a father to allow my children to read what is not informing, that is, if I can help it."

So-called books of information for children flood the market. They are usually written by third-rate writers of English. You may put your finger at random into many of them and find it placed on an ungrammatical sentence or on one rhetorically poor. Even if the book of information is well written, it is necessary to ask for the interest or value it may have for this particular child at this time. The grown-up should reflect on the fool he would be if he read a chemistry or a book of heraldry or any other book which was totally unrelated either to his interests or his work in life. Then the absurdity of having children read for promiscuous information must become evident.

The Sunday school book proves that people still give children books to make them better. The books have been the most wretched possible for the purpose, but the aim is to be commended.

One can but sympathize, too, with the woman, described in *Punch* this week, as asking the bookseller "for a book for a boy of six to read in church during the sermon." Giving books to children to keep them out of mischief is quite legitimate. One feels safer about the small boy in the library chuckling over his good story, than over the same boy seeking for fun in the city streets.

Among all the motives for promoting children's reading, too seldom do we find the point of view that reading is cultural, that as the body needs food for growth, so

the child's soul cannot expand without nourishment, and that literature is one of the staple soul foods.

The parents, the teacher, and the librarian should unite in the task of furnishing the right diet. The first thing to be done is to see that the article furnished to children is pure literature.

After freeing libraries of all but the best material, the still harder task remains of fitting children of different ages and different degrees of culture with books which they will read spontaneously. This takes literary power, tact, insight, knowledge of children in general, and knowledge of the particular child to be served.

The fact that literary people have so persistently failed to appreciate the child's standpoint, and that teachers who understand children so seldom have a wide knowledge of literature, has produced much of our present-day confusion.

Love of rhythm, for instance, is a fundamental instinct of the little child's soul. Poetry can be used to train his ear to the music of words. The primary teacher recognizes the instinct, but if her ear has not been trained, she is inclined to use doggerel instead of literature. In this, she is too often encouraged by educational journals. Listen to this from a late attempt to correlate with the season:

"A dandelion balloon
All the gay procession leads,
A thistle airship soon
Joins the other travelling seeds."

There ought to be a literature food inspector to fine those who offer such stuff to children who might have this:

Fly away, fly away, over the seas,
Sun-loving swallow, for
summer is done,
Come again, come again, come
back to me,
Bringing the summer, and
bringing the sun.

—Christine Rossetti.

The text-books in language have a high standard of literature, but aside from them, the outlook is disheartening, so much of the material published for children to recite is bad,—as bad training for the ear as discords would be for a musical education. The attempt to correlate literature with nature

study and national holidays is responsible for many sins of this character. Librarians have yielded to the demands of teachers and published lists for arbor day and other holidays which are by no means to be trusted. Not all, however, are as bad as this from the Raccoon in "Nature in Verse":

"O, no! You need not be afraid
See, he is fastened with a chain,
For ropes enough
He has gnawed off,
And he is hard to catch again."

Such rhymes are recited at school entertainments and even literary parents applaud. There might be some excuse if there were no real literature suited to the child. The fact is that there is more than there is time to give.

One little child of six repeats as he goes dancing home:

"Jog on, jog on the footpath way,
And merrily hent the stile-a,
Your merry heart goes all the way,
Your sad tires in a mile-a."

This child knows several other Shakespeare songs and delights in Tennyson's Owl:

"When cats run home and light is come
And dew is cold upon the ground,
And the far-off stream is dumb,
And the whirring sail goes round,
And the whirring sail goes round,
Alone and warming his five wits,
The white owl in the belfry sits,
To-whit! Tu-whoo!"

Even Vantor's,

"Sweet Suffolk owl so trimly dight
With feathers like a lady bright"

is not beyond him.

The following collections should be in the child's library: Stevenson's Child Garden; Scollard's Boy's Book of Rhymes; Eugene Field's Lullaby Land; Frank Dempster Sherman's Little Folks Lyrics.

Grace Rhys has a book of the dearest of folksongs and lullabies for a little girl to sing to her doll,—*"Cradle Songs and Nursery Rhymes."* A little girl will love this so much that you'll persuade her mother to buy it for her, for it costs only fifty cents.

The Bairns' Book of Shops contains some very good rhymes.

Then there is Mother Goose full of melodious, if often inarticulate, nonsense. Joy is the child's rightful possession, and merriment should be cultivated, with the ability to appreciate wit. Here again the quality of the book determines its cultural value. The Buster Brown books and their ilk should give place to Lewis Carroll's humor, Edward Lear's inimitable nonsense, the Goop books by Gelett Burgess, Clean Peter, Slovenly Peter and the Bad Child's Book of Beasts by Hilaire Belloc. E. V. Lucas may be trusted in every book he edits or recommends. His Book of Verse for Children should be a cherished possession of every little boy and girl.

Additional collections of value for little children are the Posy Ring, edited by Kate Douglas Wiggin and Nora Smith, Poems Every Child Should Know, by Mary E. Burt, and Graded Poetry, by Alexander Blake. To children a little older, the Book of Famous Verse, collected by Agnes Repplier, gives great pleasure.

A child should not always have each poem selected for him. He should be given the collection and encouraged to choose for himself.

A child's fancy is ever on the wing. Clip the wings now and they will never be capable of sustained flight. Fairy stories, national epics, myth and folklore must all be used to train the imagination.

Stories of animals answer to a strong instinct of the boy or girl. The emotions will be developed. There will be a stronger sympathy and greater love for human beings if the child reads the Jungle Book, Wild Animals I Have Known, Madame de Segur's Story of a Donkey, Beautiful Joe and Black Beauty. By the way, Seton's Two Little Savages, written especially for children, is not half so interesting to them as Wild Animals I Have Known—an instance which proves how dangerous it is deliberately to "write down" to the child's comprehension.

When children arrive at the age of ten or eleven hero worship develops. The ministry of books cannot now be over estimated. Ideals of true bravery, power, achievement, and righteousness may all be developed through the use of books.

Adventure of the right kind chronicled by a master hand is healthy and attractive. History, especially biography, is inspiring, may become the center of the best reading.

Travels and stories with the atmosphere of the place, may give more true culture than any bare study of geographical facts. The teacher may now create centers for attractive reading of the most valuable kind. Let her desk be covered with the best literature about the place or the epoch or the topic studied. For instance, the play of Robin Hood brought out by the sixth grade, led the pupils to consult the following books: The Foresters, a play by Alfred Tennyson; Ivanhoe, a novel by Sir Walter Scott; Talisman, a novel by Sir Walter Scott; King's Story Book, Lawrence Gomme; Boys' Froisart, Sydney Lanier; Merry Adventures of Robin Hood, Howard Pyle; Robin Hood, His Book, Eva March Tappan; Forest Outlaws, a story by E. Gilliat; Songs of Robin Hood, Leigh Hunt; Percy's Reliques of English Poetry; Ballad Books, Katherine Lee Bates; English Lands, Letters and Kings, Donald G. Mitchell; Crusades of Richard I., told by contemporary writers; Richard, the Lion-Hearted, Archer, from Heroes of the Nations; Old Ballads in Prose, Eva March Tappan; Court Life under the Plantagenets, Hubert Hall; Wayfaring Life of the Fourteenth Century, Jusserand; Military and Religious Life of the Middle Ages, Paul La Croix; Age of Chivalry, Bulfinch.

Many of the books were used only for reference, but the children begged to take them home, and they gained something which children miss who read only the books found in children's libraries. "Periods which no master has described, whose spirit no poet breathes, have little value to education," says a wise educator. It follows that the poem and the book by the master should be read at the time that the epoch is studied.

Within the limits of this paper it is not wise to include farther lists of books.

The science of the exact value of particular foods for the body is still in its infancy. Still less is known of the effect of particular books on soul growth; we do not yet understand the child's healthy appetites, but we are beginning to study.

If those who know books and are testing their value with actual children, could compare notes as to their experience with some definite list of titles, something of value would be gained. Experiments are wasteful. Too many children are being disgusted with literature by having reflective classics forced

upon them. The boy who could be brought under Stevenson's magic influence is being made to learn Thanatopsis by heart, when he should be enjoying Treasure Island. Girls are developing into weak and silly women because of the overdose of sentimentality in the "good" books they read. Nothing is so much needed as a science of children's literature.

TRAVELING LIBRARY SECTION.

The Traveling Library Section was called to order by Mrs. Karen M. Jacobson, chairman. Mrs. Flora C. Conner of Austin was elected secretary. In extending a cordial welcome, Mrs. Jacobson spoke of the work of the five hundred and fifty traveling library stations in Minnesota, of the efforts of the central librarian to come into personal relation with her patrons, and of the difficulties involved through red-tape methods made necessary by distance.

Postal greetings to the Association were received from one hundred and fifty-one local librarians who were not able to be present.

There was a unanimous expression among those interested that the section should become a permanent organization, and that the officers should represent the state, not only geographically, but also the various phases of the traveling library work, to act with Mrs. Jacobson, the central librarian, for better service to all.

Miss Fernald, Rochester; Mrs. Thayer, Wayzata; and Miss Bird, Fairmont, were appointed as a nominating committee, who reported the officers as follows:

President, Mrs. G. B. McPherson, Stillwater, who represents county extension; Vice-President, Mrs. C. L. Bates, who stands for the traveling library reading room; Secretary, Mrs. Elizabeth Huntley, Grand Rapids (the traveling library in the public library); Advisory Board: Mrs. T. C. Collins, Windom (the regular traveling library); Mrs. B. F. Tenney, Ada (the study club library); and Mrs. Karen M. Jacobson, Librarian of the Public Library Commission.

Universal regret was expressed because of the unavoidable absence of Miss Katherine I. MacDonald, of Madison, Wisconsin, editor of the A. L. A. Book-list, and Miss Margaret Brown, Librarian of the Iowa Commission.

Miss Josephine Morton, Librarian of Owa-

tonna Public Library, who acted as Dr. J. H. Adair's substitute on the topic The books in Steele County, was obliged to send her paper because of her own illness.

The Books in the Steele County Traveling Libraries.

By Josephine Morton, Librarian, Owatonna.

The library work in Steele county, outside the city of Owatonna, falls naturally in three divisions: that with the country schools, with the library stations, and with the residents who frequent the library.

We lay the emphasis on the work in the schools as the most desirable place in which to start the library habit. Many country children receive no schooling except that of the district school, and as this gives only a grammar course, it is important they should gain here desire to continue education by means outside the school. The library is always open, but if they do not acquire the love of reading while in school the probabilities are that the library will open its doors to them in vain. For the books in the country homes are few and generally of the poorest quality, very often the stuff the book agent unloads upon a luckless community at Christmas time. The cheaper newspapers and magazines, too, now often found in country homes, will hardly lead one to the right love of reading. To lead the child to feel the difference between this reading and that to be had from the library is the chief duty of the library books in the school. It has long been conceded a truism that schools should give not only ability to read but love of reading and of good reading, and this can be done only where there are books to be had worth loving. To be sure, almost all our schools have a collection of books, but limited in number and in kind, and in nearly every case the children, especially the older boys and girls, have read every book at hand and fresh books are needed to keep up their interest. Often, not only every child in the school, but all the people of the neighborhood have read the entire collection of books.

When once interested it is an easy matter to bring the teacher to the library for help, and to this end they are granted the same privileges as the city teacher; that is, each is entitled to draw for the use of his pupils twenty books which may be retained a term or may be exchanged at will. The teacher is free to

make his own choice of material and no advice is offered by the librarian unless it is asked. This system affords a good opportunity to study the wants of the people, for the teacher will take only what he knows will be used. We find that we need most duplicates of the old favorite stories: Alcott's and Eggleston's, Robinson Crusoe, Swiss Family Robinson, Hans Brinker, Tom Brown's Schooldays and Black Beauty are always in demand; the nature books, animals and birds, the simpler histories, books of travel and biography contribute to every teacher's choice. For the little ones the Brownie books, the Mother Goose rhymes and fairy tales are certain to be wanted. We find the country teacher uses the poetry collections much more than the city teacher, and we have some difficulty in keeping a sufficient number of such books. The teachers may either keep the borrowed books in the school or may loan them to the children, and the latter is the course generally chosen.

That this system is satisfactory is shown not only by the evidence of the teachers who are enthusiastic over the interest it awakens in the pupils, but by the number of children who register at the library and continue to get books after leaving school.

We consider the county stations next in importance in our work, for to them falls the task of connecting the more distant townships with the library. These are also located in the villages whose distance makes frequent visits to the library impracticable. So the makeup of the collections of books for the traveling boxes is often a difficult matter to decide. We make use of fixed units, composed of books appropriate anywhere—standard books of the best sort of fiction, Dickens, Cooper, Bret Harte, Bronte, some of Kipling's, with a number of the older juveniles, books of current interest on social questions, up-to-date books of travel, history and invention. To this nucleus are added for the villages as many books of current fiction and non-fiction of present interest as can be included. We have found that frequently the villagers have read the old standard books "back east" but like to reread them and have their children read them; the young people of foreign descent (which includes the greater part of the county, for of our 16,500 residents over one-fourth are of foreign birth) also must read the standard books; they,

however, are very wide awake and mean not to be relegated to the past, but to read the books other people read. They see the criticisms of new books and ask for them to read. This eagerness to read what others like we consider gives us one of our best chances for helping to form Americans from these numerous foreign units which our county contains, each with its peculiar old world ideas; when the young of all these sections read and enjoy the same books and are interested in the same thoughts it is evident that only time will be needed to form the units into a homogeneous whole. To the collections for farming communities we add juveniles and books of agricultural interest and find they are read with attention. If they express a wish for them, the German and Scandinavian communities have books added in those languages.

In our selection for these country districts the thought is kept in mind that the books are for readers who see very little of the world beyond their own dooryards, who have at seasons much spare time but almost no recreation. So we choose many of the books to furnish amusement, we consider that travel even at second hand is rest from a dreary round of winter duties, that tales of exciting adventures lift one out of a dull routine and cause forgetfulness of the fact that tomorrow will bring but a repetition of the duties of today, that to the woman whose greatest social distraction is the annual school entertainment books of society life are like fairy tales to children, developing her imagination. How appropriately we may apply to them Dana's words, "To the masses of people—hardworked and living humdrum lives—the novel comes as an open door to an ideal life, in the enjoyment of which one may forget, for a time, the hardships and tedium of the real."

It is to these books that we look to deliver our county from slavery to the cheap sensationalism of the daily newspapers, the cheap story papers and magazines with which the Rural Free Delivery has deluged the community.

The third class, which we have called county library visitors, consists of those who live near the town, who had larger opportunities for acquiring a taste for reading in their youth, who have had their curiosity excited by some friend's description of the

books to be obtained there, have need of help which can be found nowhere else, or have been interested through the schools or traveling libraries. These readers are almost always timid in expressing their wants and will go away without obtaining what they want unless tact is used by the attendant. They are apt to ask for very odd books, sometimes old, old fiction long out-of-print, which they have seen advertised in some old book at home. It takes some care to satisfy them with a standard book of similar age, but it can be done and if the selection is a happy one the desk attendant will probably be consulted as to the next selection, when equally good stories can be offered, or something in the comments on the last book may suggest a readable nonfiction book which answers some question in the reader's mind. But if too difficult a book is chosen you are apt to lose your borrower as he will think you have nothing interesting for him or will be discouraged about finding it. All the rules for tact hold good here intensified by the extreme diffidence of grown people who are not accustomed to public places. But if the tact is sufficient to hold the borrower the country reader will be found the most satisfactory of all, as he will read gladly the books you most want read. Not only fiction but books which the city dwellers have not time to read will suit him excellently, good books on scientific subjects, social problems, political history, and especially books of useful arts will find ready acceptance among the farmers, and their wives will read your travel and biography, art and music eagerly. You will not find here the hasty cramming of dozens of books, but leisurely reading, good understanding of what is read and that one book comes in time to suggest to the reader others equally good or perhaps better. Time to digest what is read gives the country reader a great advantage over the hurried reader of the city and makes the work of serving him a pleasure to the librarian.

Mrs. C. L. Bates, of Benson, had just returned from the East, and was prevented at the last moment from being present. Those who know of Mrs. Bates' work in Benson realize she knows from experience what an ideal traveling library association should be, as through her leadership Benson has changed from a traveling library station,

through the stage of a reading-room to a public library that has already ambition to have a Carnegie building.

Judge J. C. Nethaway of Stillwater gave the following paper:

Why Library Extension Pays Washington County.

The subject "Why it pays Washington County to conduct a system of extension?" so far as applying to my home county, is somewhat new in character, and I presume this equally applies in many other counties in our state.

Prior to 1904, so far as the practical operation was concerned, extension libraries were unknown in our county, and outside of the City of Stillwater, and one or two villages, opportunities to obtain good books were rather limited.

For years the reading public in the country were denied this valuable information and privilege, and none appreciated it more than those interested in the public library at Stillwater. A rule was adopted and carried into operation a number of years prior to 1904, whereby non-residents of the city could obtain books from the city library under the same limitations and rules as residents by paying the small sum of one dollar per year. This, while it afforded some relief, of the demand for reading matter, did not meet the exigencies of the time.

The Library Board decided that if they could obtain a little financial relief from the public, they could inaugurate and successfully carry out throughout the county a system of extension libraries, and thus place to the benefit of many, books that theretofore were not obtainable.

The Library Board composed exclusively of ladies, with their characteristic perseverance and energy, in the spring of 1904 appeared before the Board of County Commissioners of our county and petitioned the Board to appropriate money to bear the expense of an extension library, and if such relief was afforded, the library board would see that libraries were furnished the country towns and districts so far as the appropriation would permit. Three hundred dollars was appropriated, and immediately six libraries were equipped with good books and put in circulation, and hundreds were supplied without a penny of cost. This condition of

affairs continued very successfully until the spring of 1906, when the demand for more libraries had so increased that the kind ladies of the board made another appeal to the Commissioners who gladly and willingly increased the appropriation to three hundred and fifty dollars per year, and immediately the libraries increased so that we now have seven in our county, and the people reasonably supplied with books.

When the appropriation was increased to three hundred and fifty dollars, the library board at Stillwater made preparation and did supply the extension libraries with books from the city library, and six of the original libraries obtained from the State Commission were returned to that body as the books had outlived their usefulness.

The character of the books now in circulation are about three quarter fiction and one quarter better class of well selected literature. The libraries as a general rule are placed in the hands of some competent person in each community, who keeps them at his home or at some school house performing the duties of librarian without pay or compensation, and at the end of six months or a little later the books are returned to the city library, where they are overhauled, rebound if necessary, and then forwarded to another community.

We are now supplying nearly eight hundred people with books at a cost considerable less than fifty cents per capita per year, which most certainly is a small expense for so large a benefit, and if our County Commissioners next year do what we all expect and hope they will; increase the appropriation to five hundred dollars, we shall be able to meet somewhat the demand now made upon us, and supply books for at least twelve hundred people outside of the City of Stillwater.

We have discovered a beneficial effect which our libraries have had in the county, is that books now reach homes that were never able to obtain them before. Children become interested in subjects that foster discussion, and thus open vast fields of information and make avenues of intellectual progress more passable and clear. The country people find by means of our books the opportunity of getting in touch with the literary world and the names of authors and writers are becoming as familiar to them as is that of the Father of Our Country.

This has developed a great transformation in a literary sense, and we think that extension libraries, like the telephone and free postal delivery, are improvements that have come to stay and afford us pleasures and opportunity that a quarter of a century ago could only be enjoyed by the rich.

The Washington County people, having experienced the great benefit brought about in this direction during the short space of three years, think they are not presumptuous or self abrogating, when they suggest and with great earnestness recommend that those who are interested in promulgating good literature throughout our state, should with a united effort appeal to their respective county boards for financial aid, and then by the means awarded, establish extension libraries in their respective counties, and thereby great good will be accomplished and hundreds of homes made brighter and more interesting.

It is meet and proper that this aid should come from the county board. Although the money may come from the tax payer, he will be the one that will receive the benefit, and should be willing to defray his small part of the expense when so much good wholesome information and benefit will be imparted to not only himself and his family, but all fellow tax payers. While it is only in its infancy, we still think the extension library is a permanent and established fact and with a little energy and work, the evening lamp light and good literature will be inseparable companions, the one furnishing the illumination, the other reflecting transcendent rays of intelligence.

Washington County outside of the City of Stillwater, has about nineteen thousand inhabitants. There are seventy-three school districts with an average of 20 scholars to each school, and this fact shows that they have nearly 1,500 school children outside of the city, and, as is well known, many of these children, during the winter months at least, would enjoy and appreciate good books; for the old saying, "Never too old to learn," is no more truthful than the one, "Never too young to learn."

We contend, and we feel justified in the contention, that nearly every other school district should be afforded the opportunities of the extension library, and thus not only school children, but older persons could avail themselves of that golden opportunity.

We likewise have 14 towns, and 4 incorporated villages outside of the city, and in none, except one village, is there such a thing as a library. With the 7 extension libraries now maintained by the aid of the small sum appropriated doing what they are, it can readily be seen, however, that a large part of our people are denied the benefits of the library system; upon the other hand, if the system is continued, and sufficient financial aid extended, we feel justified in asserting that inside of a few years every town and village in our county will enjoy the benefits of a library.

The reading matter sent out is always carefully selected with a view of meeting the demands and requirements of the public. Access to the libraries is open to all, and the sole aim is to furnish those who would be otherwise denied the privilege of reading many of the books of the day.

Mrs. McPherson, the excellent librarian of the Stillwater Library, has devoted with patience and care a large amount of time to the selection and circulation of the books, and to her untiring efforts and attention is a greater part of our success credited. It necessarily needs the attention of some one person and fortunate, indeed, is a county that has one who is willing to devote the time and labor to this most important work.

In conclusion, I desire to say that it is the sincere hope of the Washington County library people, that the day is not far distant when each county in our great and beloved state will have established in each town at least a good wholesome library, thereby assimilating this lasting and beneficial knowledge among the people and receive the highest commendation from the literary world at large, for doing so much good with so little cost and labor.

Miss Margaret J. Evans, chairman of the Library Commission next addressed the meeting on The most valuable contribution of the small library. The following is an incomplete synopsis of her very inspiring address:

"If a book on Hunger were written, a large chapter should be devoted to the hunger for something to read. The problem of the librarian is to feed hungry minds, to supply this demand. Demand creates supply. It is also true that supply creates de-

mand. The inventiveness of the librarian is taxed to attract people to useful books. Human nature demands something new. Have the good books at hand every day. Small libraries have a small stock, but they also have a great privilege in a close personal touch with their public.

"The bookless homes of the well-to-do people are familiar to all. Inside those walls no books are to be found but a few gift books, chosen for their bindings rather than their contents, and perhaps others which some agent has pressed upon them. What can be done to stimulate reading in these homes? Ten-cent magazines and cheap stories are devoured by mother and daughters to the destruction of sane thoughts and connected ideas. The man of the house each day reads his newspaper, containing accounts of crimes, accidents and the funny paper. Happily, it also contains articles of travel, invention and discovery, otherwise his brain would be weakened.

"Young people come from these bookless homes to college each year, showing great confusion of ideas, vacuity of mind and utter lack of information. They need us, need libraries, need the force of the state to help them. Ninety-four per cent of our young people never get into college. Ninety per cent, it is said, never go to school after they have passed the age of fourteen years.

"How can we get parents and boys and girls to reading? By suggesting good books to them, by lending them book-bargain catalogs, by recommending lists of good books to book dealers for holiday trade.

"The contribution of the library is to elevate the standard of the town. Books depicting noble, earnest, well-meaning lives will cause the social standard to progress, and other standards with it.

"Girls are spoiled for real life by silly stories. Their every-day, natural relations are changed, and they become prematurely old. Boys are not so easily spoiled by them, but too many boys' books have a false standard of values. Too much stress is placed on wealth, which is not the important thing in life. The worst of poverty is that it makes us think too much of money. A child should feel rich naturally, and not be continually told that he cannot afford things. Ideas of the value of wealth are exaggerated. These false ideas and standards may be obvi-

ated by wholesome reading, showing that money is unimportant in greatest things.

"Boys have false ideas of beauty, are ashamed to say they admire a beautiful flower or scene. Every tiny flower is worth the thought and time of the great Creator. This should teach us the real value of beauty.

"Ethical standards are wrong. Miss Addams in speaking of the defeat at the polls of a clean candidate by a notorious boodler, says:

"Those people of the slums did not do wrong in their own minds by voting for the boodler. He had shown them many kindnesses. Given little presents to the children, and sent flowers to their funerals. To them he was a good man, and they voted according to their standards."

"They were not intelligent enough to realize that he was buying their votes at little cost to himself, and were careless of his corrupt practices.

"Books are bases of ideas. Put out not base and brutal ones, but those which elevate conscience, will, goodness. The Nobel prize is given on the basis of idealism. The frank animalism depicted in some books one would shrink to speak of or see pictured. Shun such books and select the sane, wholesome ones. This should be the aim of the librarian, to cultivate taste in reading. To put books in bookless homes fitted to elevate conditions. Avoid animalism, sensationalism, and giving undue importance to wealth.

"Ask yourself, what does this book cause me to admire? What is the need of this community? How can I supply this need?

"The initiative of one person may change the direction of a life. A few beautiful pictures may lead one to an appreciation of art, and to travel in search of its choicest treasures. Poison of the mind is as deadly as poison of the body. Lift up the lads."

MINNESOTA FEDERATION OF WOMEN'S CLUBS.

At the annual meeting of the Federation at Faribault, an evening with Minnesota authors was a feature of unusual interest. The program was prepared by the Library Committee of the Federation, consisting of Mrs. E. J. Lewis of Sauk Center, Miss Lydia M. Poirier of Duluth, and Mrs. K. M. Jacobson of the Commission who served on the Committee in the absence of its chairman, Miss Baldwin. Professor George Hunting-

ton of Carleton College read a charming group of poems, and Mr. Charles Macomb Flandrau of St. Paul gave some delightful selections from the Diary of a Freshman, followed by a picturesque sketch of life in the plaza of a Mexican town. Miss Lily A. Long's selection from The garden of illumination was full of pathos and subtle charm. A chapter from an unpublished novel by Dr. Richard Burton was greatly enjoyed, as well as the half dozen virile poems with which Dr. Burton closed the evening. The musical part of the program was of special interest since all the numbers were by Faribault composers.

In connection with this program an exhibit of books by Minnesota authors had been prepared by Mrs. Jacobson, with an artistic poster giving a list of the authors, designed by Miss Mary Moulton Cheney. The complete list, with annotations, will be published in the next number of the bulletin.

Library interests were represented on the program by Miss Clara F. Baldwin, of the Library Commission, who presented the report of the Library Committee, and by Mrs. Karen M. Jacobson, of the Commission, who gave a talk on What the State Library Commission can do, in the round table on Study Clubs.

At the meeting of the Ninth district in Moorhead, November 1st, Miss Baldwin spoke on the importance of the public library in the life of a town, with practical suggestions as to what club women can do to advance the library cause.

A. L. A. AT MINNETONKA, 1908!

The above should be the rallying cry for Minnesota librarians during the coming winter. The dates for the conference have been fixed for June 25th to July 1st. Every librarian in the state should attend this meeting, and every library board should be represented. Plan now to come. This is an opportunity which may not again be ours for many years, and our plans for the year should center round this most important event in our library world.

AIDS FOR LIBRARIES.

Nature Library.—The Nature Library in ten volumes, published by Doubleday, Page & Co., is again available to the first public library making application. The books are

loaned for one year, on application of the board of trustees and payment of a fee of one dollar. They may be kept in the library for reference or circulated for general reading, according to the needs of the library which borrows them. Write at once to the Commission if you wish to take advantage of this offer.

For Sale or Exchange.—Carleton College Library has a duplicate bound volume of the *Arena*, v. 19, which is offered for sale or exchange.

100 Best Novels.—A list of one hundred best novels, first published by Mr. J. C. Dana at Springfield in 1901, and twice revised, is now being printed by the Newark Free Public Library.

The Commission will send a copy to each public library with the next A. L. A. Book-list. It should be useful to the smaller libraries as a suggestion for future purchases—as surely these one hundred best novels should be in even the smallest libraries—and the larger libraries will find them helpful guides to better reading. One library has posted the list above a conspicuous shelf on which the novels mentioned are placed, with the result that most of the books are in circulation. The list can be obtained from Newark in lots of 100 at 50c. per 100; lots of 500 at 40c. per 100; and lots of 1,000 at 35c. per 100. The Commission will supply them in smaller quantities at the rate of 50c. per 100, postage additional.

Library Reading Lists.—Attention is called to the announcement in the October A. L. A. Book-list of a new edition of the Library Reading Lists for the fourth, fifth, sixth, seventh and eighth grades, compiled by Miss Bertha Selina Wildman of the Madison (N. J.) Public Library, as well as the graded lists of popular novels originally printed for the Free Public Library of East Orange, N. J. For full description, prices, etc., see October A. L. A. Book-list, p. 153.

Library Tracts.—Two new library tracts have been issued by the A. L. A. Publishing Board:

No. 9. Training for Librarianship, compiled by a committee of the A. L. A., Mary W. Plummer, Chairman. Price, 5 cents.

No. 10. Material for a public library campaign, compiled by Chalmers Hadley, Secretary of the Indiana Public Library Com-

mission, for the League of Library Commissions. Price, 15 cents.

The above will be distributed by the Commission free of cost upon request or as special need arises.

Literature for the Grades.—Those who heard Miss Lawrence's paper on Culture reading for children at the State Library Association meeting, will be glad to know that she has published an Index to literature for the grades, which appears as volume I, Nos. 1-2 of the Bulletin of the State Normal School, St. Cloud. This may be obtained by addressing the school as above. Price, 25 cents.

NEW LIBRARY BUILDINGS.

Agricultural College, St. Anthony Park.—The library of the Agricultural College has been removed to its new quarters in the recently completed Administration Building. The library is located on the main floor, extending across the south end of the building, and the space is well arranged and adapted to its purpose. The entrance at the end of the hall leads directly into the large, well-lighted reading-room which will accommodate from one hundred and fifty to two hundred students. Directly opposite the entrance and in front of the stack-room, is the delivery desk. At one side of the stack-room are the magazine reference room and the so-called "Bulletin room," which contains the special publications of the Government and State Departments of Agriculture. On the other side of the stack-room are the librarian's office and work-room. The rooms are attractively furnished and well equipped with the best library furniture. Miss Mary McIntire, the librarian, has had special training for her work in the library of the Department of Agriculture at Washington, and in the Wisconsin Summer School.

Hamline University.—The new Carnegie library at Hamline University was dedicated October 9th. President Bridgman announced that the building, which cost \$30,000, would be dedicated free of debt, as the \$30,000 required to meet the conditions of Mr. Carnegie's gift had been subscribed by the friends of the university as an endowment fund. The dedicatory address and prayer were delivered by Bishop Goodsell.

The building is of brick, with Bedford stone trimmings, and the interior is especial-

ly attractive, with its beamed ceiling, dark wood finish, and soft yellow walls. The book-room is at one end, and the large reading-room extends the entire length of the building. A stone fireplace at the end, with seats on both sides, tempts the student to enjoy the literary atmosphere. There are 11,500 volumes in the library besides bound magazines and periodicals for current reading. The students have free access to the shelves. The librarian, Miss Anna M. Davis, is just entering upon her tenth year of service.

NEWS OF MINNESOTA LIBRARIES.

Akeley. The public library has received a large number of new books donated by Mr. Fletcher L. Walker, through whose generosity the library is maintained.

Benson. The annual meeting of the library association was held in September. The librarian's report showed that 400 books had been added to the shelves since June 1st, making a total of 474 volumes now in the library. In addition the library has begun to collect files of magazines for reference purposes. The treasurer's report showed that nearly \$700 had been raised, including the gift of \$500 from H. W. Stone, and of this amount only \$79 had been expended, leaving a goodly balance of over \$600 in the treasury. The secretary of the Commission met with the library board in October to discuss the permanent organization of the library and plans for the future.

Brown's Valley. The High School library, consisting of about 700 volumes, has been classified and organized by the secretary of the Commission.

Crookston. Work on the Carnegie building has been started, and will be pushed as rapidly as possible in the hope that the building may be under cover before cold weather comes.

Duluth. A valuable addition to the collection of pictures at the public library is a portrait of Henrik Ibsen, presented by the Norwegian societies of Duluth. The picture is valued at \$600, and is painted by G. J. Gulliksen, a Duluth artist who is a personal friend of Ibsen, and has painted two pictures of the author from life.

Fairmont. The library board gave a reception to the teachers early in September. In addition to the teachers, the members of

the board of education and their wives, and the members of the library board, with their wives and husbands, were present. Refreshments were served, and President Lamb of the library board spoke in behalf of the library, urging that the intellectual life of Fairmont should center in a more pronounced manner about the public library. Superintendent Pryor responded for the teachers, expressing their appreciation of the kindness and courtesy always shown them at the library. This plan speaks for itself as a first step toward closer cooperation between the library and the school.

Glencoe. The secretary of the Commission spent a half-day in Glencoe, when she visited the library of Stevens Seminary, as well as the public library. The Stevens Seminary library, which contains some three thousand volumes, is one of the largest high school libraries in the state, and is well administered by Miss Augusta Starr, one of the High School teachers, who took the library course in the Summer School of 1906. The public library, which is maintained by the Red Cross Society, now contains over one thousand volumes. Miss Baldwin met with the board to discuss ways and means, and methods of organization.

Hanska. The Nora Young People's Society of Hanska have purchased lots, and are planning to erect a building which will contain a commodious auditorium, library and reading-room, as well as a kitchen, dining-room and gymnasium.

Hutchinson. The library board has perfected arrangements for its course of entertainments for the ensuing season, which will maintain the same high standard as the courses offered in former years.

Kenyon. The Round Table Club of Kenyon has maintained the traveling library for five years, and has gathered in connection with it a nucleus of books for a permanent library. The books are kept in the State Bank, and Miss Selma Borlang is librarian. The club gave a book shower October 17th, whereby 44 good books were obtained. A supper was served for the nominal sum of 10 cents, the proceeds of which amounted to \$7.

Le Sueur. The Monday Club of Le Sueur has been untiring in its efforts for the library. On September 5th a Woman's edition of the Le Sueur News was issued, under the

editorship of the club. The idea originated with the editor of the News, who has always been a warm friend of the library. The regular subscribers received the paper as usual, while the extra copies, for which a small sum was paid by the club, were sold for ten cents each. The receipts for extra advertising were also turned over to the club. The paper was a credit to its editors, and about \$60 was raised for the library fund.

In October, the club put on "Puss-in-boots" for the benefit of the library. The entertainment was given by the children under the direction of Madison J. Lee, and was a success both financially and otherwise.

Lindstrom. The library board has obtained the use of another room adjoining the one previously occupied. This will afford space for a reading-room, and best of all, a children's corner. The children have been the best patrons of the library, and Miss Jehle, the librarian, is happy in providing more room for their accommodation.

Litchfield. The plaster reliefs loaned to the library by Mrs. M. E. Baum add much to its attractiveness. The first of these represents Paul Revere, starting on his midnight ride. The second shows his capture.

Mankato. Saturday, September 7th, was Children's Day, when every nook and corner of the building was open to the children. For their special entertainment some songs adapted to little folks were sung by Miss Rosamond van Buren—the morning being given over to the little folks and the afternoon to the older children. Some of the best books, in attractive dress, were displayed, and not many children left the building without a volume.

Miss Maud van Buren, the librarian, gave a talk at the Christian Church on the importance of good literature among the young people.

Minneapolis. A Children's Day was recently celebrated at the library. There were story-hours at 11 a. m. and 2 and 4 p. m., when the children were entertained by the seniors of Miss Stella Wood's Kindergarten training class.

Beginning with Saturday, October 26th, the Art Book Room will be open Saturday evenings and Sunday afternoons. This is for the convenience of architects, artisans

and designers who cannot come in the daytime, but who find a wealth of material in all departments of fine arts and handicrafts.

Montevideo. Miss Clara Baldwin, secretary of the Library Commission, recently visited the library at Montevideo, and was delightfully entertained by Mrs. Webb, the librarian, who gave a luncheon to a number of club women. Miss Baldwin also visited the High School and gave a talk to the students on the use of books.

Morris. The secretary of the Commission visited the library at Morris in October. In the afternoon a story-hour was given for the children of the first to fourth grades, and in the evening those interested in the library were invited to listen to a talk on The ideal library. An informal reception followed.

Ortonville. The city council at a recent meeting levied a tax of one mill for the support of the public library. A year ago the levy was reduced to one-half mill, which has seriously crippled the work of the library, but by careful management the board still has money in the treasury, and the outlook for the coming year is very promising.

Owatonna. Miss Josephine Morton has resigned her position as librarian, owing to increasing ill-health. At the September meeting of the board Miss Martha Chapin was unanimously elected second assistant librarian during the school year until next June.

Pipestone. The library has been presented with a number of valuable reference books by the Woman's Study Club, including Hawthorne's Literature of all nations, 10 v.; Hudson's Shakespeare's life, art and characters, 2 v.; Baedeker's Great Britain; Schlerbrand's Russia; and Clement's Handbook of modern Japan.

Red Wing. The library board has completed arrangements for a course of five entertainments for the coming season. The first of these was given October 28th, before an audience of between eight and nine hundred people.

The West End Reading-room has been re-opened for the winter, and is already being well patronized by the boys and young men.

Redwood Falls. The book committee under the leadership of Mrs. M. L. Flinn recently made a house to house canvass for magazines to complete the library files, with gratifying success. Almost a complete set of Century was secured, as well as many volumes of Atlantic, Cosmopolitan, Harpers, McClure's, Review of Reviews and World's Work. Two or three sets will be bound at once, and the members of the Women's Club will assist in putting temporary covers on the others to be used until the library can afford permanent bindings. The collection of magazines has been urged by the Commission from year to year, and this is a practical illustration of what can be accomplished by a little effort.

The lecture course for 1907-1908 has opened, with a good subscription for season tickets, which insures its success.

St. Cloud. Mrs. F. W. Price has donated an exquisite photograph of Abraham Lincoln to the library.

St. Paul. The public library has begun the circulation of books through the schools. Twenty boxes of books, containing fifty volumes each, have already been sent out to twenty different schools. Each school will retain its box eight weeks, when it will be forwarded to another school. Miss Elizabeth Dennis, the children's librarian, met with the school principals, and asked their coöperation in bringing the best literature to the children.

A collection of Hebrew and Yiddish books has been added to the library, which are already in great demand.

Sleepy Eye. The library committee has completed arrangements for an excellent entertainment course of four numbers.

Spring Valley. Miss Eva Stevens has been elected librarian to fill the vacancy caused by the resignation of Miss Nellie Grant. Miss Stevens has been acting as librarian during the absence of Miss Grant, and her work has proven satisfactory to the board and the public.

Wells. A course of five entertainments

has been arranged for the winter by the library committee.

Willmar. The annual flower show, which is in charge of the Housekeepers' Club, was held at the library in September. Prizes were offered for plants and cut flowers, the children as well as adults competing. The admission fee was ten cents, and refreshments were served, for which an extra charge was made. A program was given by the little children. The net proceeds were about ninety dollars, which is given to the library for the purchase of books.

Two pictures have been purchased for the library as a result of the exhibit held in June. Light and shade, by George Inness, Jr., a beautiful landscape, hangs in the delivery room, and the other, also a landscape, Golden autumn, is placed in the delivery room.

A number of valuable gifts of books have recently been received, including a set of Stoddard's Lectures from the Monday Afternoon Club.

Winona. A book-case has been placed in the delivery room, containing about 127 volumes of standard works, both ancient and modern, in good, attractive editions. About fifty volumes were taken out during the first month.

The Branch Library in the East End is now open every evening in the week instead of three evenings as before. Miss Mabel Sterner is in charge. A story-hour was recently given at the Branch, with an attendance of fifty boys and three girls.

An excellent list of books on music has been issued. Any library in the state may obtain a copy by addressing Miss Jeanette A. Clarke, Librarian, Free Public Library, Winona.

Two valuable gifts have been received by the library from the Mathews estate. The first is a complete bound set of Harpers Weekly, from the first issue down to the present time, and the other is a painting of Winona as it appeared in 1867. The latter is valuable, not only historically, but as an addition to the art collection.